



*The*

DELTA KAPPA GAMMA

# *Bulletin*

*Winter, 1950*





THE  
DELTA KAPPA GAMMA

*Bulletin*

WINTER • 1950



CONTENTS ON PAGE 63

THE DELTA KAPPA GAMMA SOCIETY  
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## About Our Contributors

With characteristic energy, Evelyn I. Turner of the Delta Chapter of Ogden, Utah, attacked the problem of securing information about the Educational Institute of Scotland. Whatever Miss Turner does is marked by thoroughness, enthusiasm, and a devotion to Delta Kappa Gamma and its ideals.

Jennie Backus of the Beta Chapter in Charleston, West Virginia, did an excellent job in assembling the materials about the Malta Union of Teachers. She said it was a stimulating experience.

Australia is well represented by Marie Woodruff, chairman of the Kansas committee. She is a member of the Omicron Chapter in Lawrence, Kansas.

Mabel Brantley was responsible for investigating the educational organizations in China and, as you will note from her article, assembled some interesting facts. She is a member of Delta Chapter in Macon, Georgia.

The Beta Chapter of Fall River, Massachusetts, claims Doris Almy whose article on public relations appeared in a previous number of the *Bulletin*. She collected interesting and provocative information about Denmark.

Mrs. Louise A. Fischer represented her state (Louisiana) by assembling information on the very interesting little organization in Cuba. Mrs. Fischer is a member of the Gamma Chapter in Baton Rouge.

Mrs. Esther Knox, who has been responsible for much of the fine publication

work in the state of Washington and who is a member of the Iota Chapter, collected the information about the Swedish organizations.

North Dakota was well represented by Mary Fowler of the Beta Chapter in Fargo. She was able to assemble a variety of materials on England and Wales.

Ethel C. Luidens of the Gamma Chapter in New Brunswick, New Jersey, was responsible for the investigation of the organizations in the Netherlands. Miss Luidens, being of Dutch descent, was able to do a great deal of translating of the material and, consequently, added considerable insight to our picture of teachers' organizations in Holland.

Gertrude A. Pradel of the Gamma Chapter of Westport had a particularly difficult problem as chairman of her state committee because it was assigned South Africa. Miss Pradel carried on her investigation with vigor, enthusiasm, and persistence. The facts she has furnished us were not easy to discover.

Dr. Pauline D. Knobbs of the Delta Chapter in Kirksville, Missouri, is an old hand at writing and has done an interesting piece of work in collecting the available facts about the Swiss teachers' organizations.

The Beta Chapter in Portland, Maine, claims Doris L. Small as a member and is proud that she is filling the office of state president so capably. Her article on the Canadian organization was splendidly organized and inclusive enough to give



us a quite adequate picture of the educational association to the North.

Arkansas had some difficulty in securing information about the Belgian teachers' organization, but because of the careful work of Mrs. Hazel R. Cooper of the Lambda Chapter, we are permitted a glimpse of the way in which teachers organize in that country.

The Oklahoma organization appointed Edith Steanson of the Eta Chapter in Norman as its chairman, and most capably did she perform her assignment. Her assemblage of materials on New Zealand gives us an excellent insight into the educational organizations of that faraway country.

Mrs. Louise A. Buehler of the Zeta Chapter in Florence, Arizona, was responsible for the article on the Bavarian teachers' organization. We are particularly glad that Mrs. Buehler was able to assemble information about what German

teachers in at least a part of Germany are doing.

Dr. A. C. Lewis, professor of education in the Ontario College of Education at the University of Toronto, is the lone man among our contributors. His article on the Philippines was so informative that we asked for permission from the editor of the *Phi Delta Kappan* to publish his article in the original. Both the *Phi Delta Kappan* and Dr. Lewis were gracious in granting permission for the use of the article, and we are indebted to them.

Dr. Fern Schneider holds a very responsible position as supervisor in the high schools of Montgomery County, Maryland, and in addition is the gracious national chairman of our committee on Teacher Welfare and Morale. Dr. Schneider has given us an insight into what she believes is the work of her committee and suggestions for making its work live and productive.

# The Delta Kappa Gamma Bulletin

M. MARGARET STROH, *Editor*

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# Teachers Find Different Ways to Organize

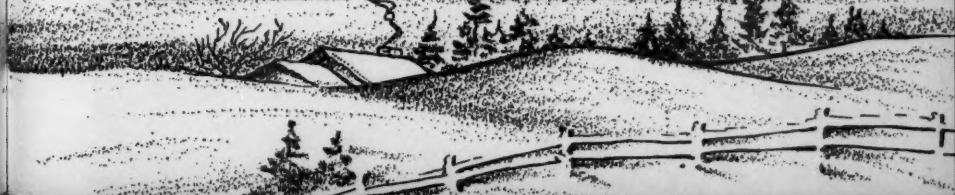
ONE of the ambitions of the still young World Organization of the Teaching Profession is to establish a clearing house for all teacher association achievements and problems. It was quite clear at the annual meeting in London in 1948 that even the officers of the various national organizations know little of what other national organizations are doing, what mistakes are made, and what the programs are. It was equally obvious that, if such information could be assembled and exchanged, it would be possible for WOTP to be of inestimable value, not only to the member associations but also to the teaching organizations outside the World Organization.

Such important problems as increasing membership, teacher insurance, relations with public authorities, the management of journals and publications, the regular subsistence provided for teachers, the improvement of the quality of education, together with any number of other problems would provide endless incentives for the exchange of valuable information.

With that idea in mind, the Secretary General of WOTP asked the Delta Kappa Gamma Society to ascertain information about all national teacher organizations. There are approximately 50. We were glad to cooperate and to send an appeal to each state president asking that her state organization should undertake the study of one national organization in some country other than our own.

FROM 40 states, there was immediate and enthusiastic response. State chairmen were appointed, and they set to work immediately to secure the information from the educational authorities whose names had been supplied them from the headquarters' office. To gather this information, however, was a task of no mean proportions, and despite the vigorous efforts of many of the state chairmen, no replies were received in response to their inquiries. Some state chairmen sent several letters.

However, we have received rather complete information about 12 different national organizations. In addition, several states supplied us



with information and pamphlet material which had to be translated. A number of other states reported that they had been unable to secure replies to their letters.

We are presenting herewith a series of studies of the various national organizations about which considerable information has been assembled. We think they are important enough to warrant giving space in this international issue to a discussion of them. Some of the stories are intriguing, some colorful, some positively exciting. In any event, they give us some understanding of aspects of world situations about which we would otherwise have no knowledge. Insofar as we know, this is the first attempt to assemble this body of information.

The plan of WOTP now is to work through UNESCO, which of course has facilities and translators which it would be hard for us to duplicate. To all of those state chairmen who with enthusiasm and hard work contributed this information we are indebted. We are attempting to complete some of the

additional studies already begun.

In order to give some continuity to the series, the editor has used the summaries sent by the various chairmen and has partially rewritten them.

We wish to make it entirely clear that these studies are only interpretations of the literature we have received and of the replies that have been made to our questions by responsible officers of the several organizations. If in any way we have overemphasized certain aspects and minimized the importance of others, it must be attributed to the fact that we have had to rely on the information that was sent us, and in some cases translations made the task much more difficult.

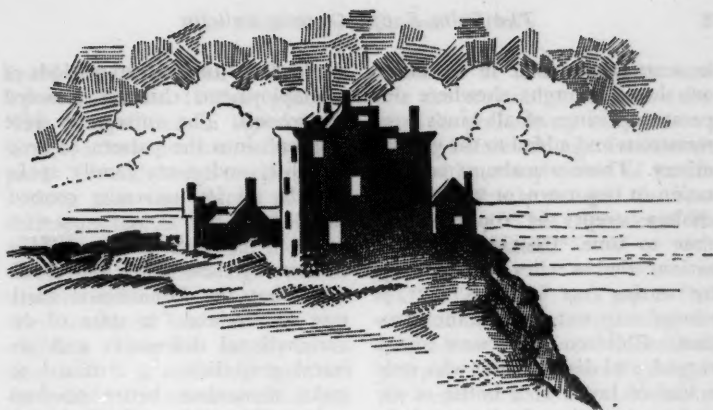
It is even possible that there are other organizations more representative than some of those herein described. We wish to emphasize the fact that we used the best available list of current national organizations and that our only purpose is to disseminate reliable information insofar as we have been able to discover the facts.

THE EDITOR.

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#### ERRATUM

Quite inadvertently the name of Miss Margaret Boyd was omitted from the Contributors' Page in the fall issue of the *Bulletin* although her article occupied the honor place in the magazine. We are most regretful because Miss Boyd made special effort to send the article to us immediately upon her return from Europe when many things were crowding upon her attention. As everybody knows, Miss Boyd is the national vice-president of the Society, represented us at the WOTP meeting in Berne, Switzerland, last summer, and has done distinguished work for the Classroom Teachers Association, the Ohio Teachers Association, and the N.E.A.



## "For Scotland Was Reserved the Glory . . ."

EVELYN I. TURNER

THE Educational Institute of Scotland is the oldest national association of teachers of all denominations in the world, and Scots are very proud of the distinction. It was in "The Hungry Forties" that the Institute was born, and it is difficult to realize the courage and vision of the 600 teachers from all parts of Scotland who met in September, 1847, to form a real union of teachers of all denominations. Everything in the country about them conspired to bring teachers discouragement. Unemployment and destitution were

raging among the people, and although the factory acts had mitigated to some extent the wretched lot of children who had been employed in the mines or factories, it was of small benefit to them to exchange mine or factory for foul street or a debtor's prison.

Thousands were living on boiled grass or nettles. The railroad slump had brought untold loss and reduced unemployment further. Hand weaving had ceased as a cottage industry and led to the rioting in Thrums and elsewhere in the country. A mob of 30,000 had to

be scattered by force in the meadows in Edinburgh; elsewhere desperate uprisings of all kinds were numerous and added to the general misery. There was almost no sanitation in city, town, or village, and cholera swept the country from time to time. Charitable organizations tried to relieve the situation by setting up kitchens, but it seemed only to aggravate the situation. Children who were dirty, ragged, and diseased and who stole a loaf of bread or a bottle of ale were sent to prison for long periods.

The gloom was lightened only by the opening of the Royal Scottish Academy, the appearance of Dickens's stories, the singing of Jenny Lind, and the introduction of chloroform.

It had been traditional, however, in Scotland for the boy on the parish poor-roll and the laird's son to sit on the same bench in school. Everywhere Scottish families scraped and pinched to see at least one of their boys beyond the parish school roll and on to university greatness. The chief schools of various denominations had tried to help by building schools of their own, but in most cases the work was of a very low standard. There were Female Schools and Dame Schools and Adventure Schools and all kinds of experiments in education, but chaos was the net result.

In spite of it all, Scottish people would have education. They sacrificed their own pleasure and even their own food to pay the chil-

dren's fees. In seasonal periods of unemployment, children crowded the schools. The universities were "woven" into the pattern of Scottish life, and every family spoke proudly of its university connections.

It was in these times and conditions that the Educational Institute of Scotland "in spite of denominational differences and political prejudices . . . united to make themselves better teachers and worthier citizens; believing in the worth of human personality, they wished to proclaim the necessity for education, and to establish the value of sound learning."

To Scottish schoolmasters, the idea of an organization of teachers was not a new one, because as far back as 1748 a body of schoolmasters had assembled from various parts of Scotland, and one can imagine the state of roads at the time of the general assembly of the group in Edinburgh. The Statute of 1696 had made the salary of the schoolmaster almost equal to that of the minister, but later the teacher found himself working for approximately 13 pounds annually as compared to the average workman's salary of 15 pounds. This assembly of 1748 drew up a salary petition and sent it to Parliament but with no result. How like our own times!

An Edinburgh society of teachers functioned successfully, beginning in 1737, and lasting well over a century. It is interesting to note that their membership fee was at



first five shillings, later 10 shillings 6 pence, and after 1836 two guineas. This is significant in light of the kind of salaries teachers were being paid. The Edinburgh teachers were looking after the widows of their colleagues too, as well as attending to their own professional interests. As early as 1771 the Glasgow schoolmasters had begun to gather, but they combined business with conviviality. They met usually in an inn, and it is said that members were fined for nonattendance and disorderly conduct! Every winter on a Friday a sermon was preached and a collection taken for the dependents of deceased teachers.

IT is interesting to note that the teachers themselves formed a Scottish School Book Association for the production of new textbooks and the revival of old ones, and by 1846 they were their own publishers and found the business profitable—so much so that by 1851 at their general meeting they were able to allocate sums to “decayed” members of the Association and to the sons and daughters of members as bursaries for further education. The benefits of this brave school book publication cannot be estimated, for the books found themselves across the border and migrated, many of them, to America.

All these early efforts to bring together into a common effort the interests of teachers were coordinated in the Educational Institute which had previously been known as the Association of Teachers in

Scotland. It is amusing to note that the provisional committee finished its preliminary arrangements the day before the organization met and, without any record of its discussions, silently changed the Association into “The Educational Institute of Scotland.”

TODAY looking back upon that colorful and difficult beginning, the Educational Institute of Scotland occupies a distinguished place in the roster of national teachers’ organizations. Of the 29,000 teachers in Scotland, 26,000 are members of the Institute. They are engaged in every type of educational establishment from the Nursery School to the University. It is significant to note, however, that eligibility for membership is contingent upon being a *trained certificated teacher*.

The Institute in no manner comes under the guidance or direction of the government, but cordial relationships exist between it and government agencies.

The organization is divided into local associations, the boundaries of which are co-terminus with the 35 areas of Scotland. Delegates are appointed from each local association to attend the general meeting which is the supreme authority within the Institute. Each member pays annually two pounds to the Headquarters Funds and a small fund to the local organization.

Every week the Institute publishes the *Scottish Educational Journal*, and other publications are issued as the need demands.

Probably one of the most significant aspects of this sturdy organization is the free legal assistance it furnishes to its members. It has a Benevolent Fund which pays out over 7,000 pounds yearly to those members who may be in financial difficulties because of the illness of themselves or their dependents.

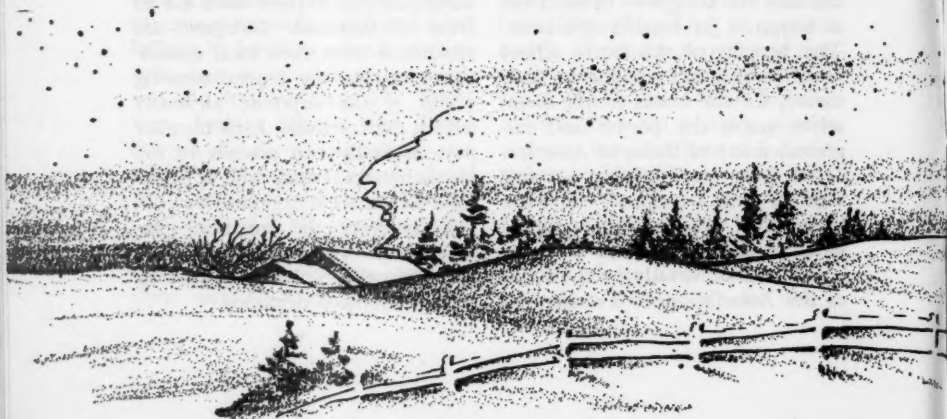
The Institute makes itself responsible for paying the premiums of a series of insurance schemes. They include protection against accident while on duty, loss of personal belongings through theft, and third party risks. In addition there are other insurance schemes in which the members may participate. These include death, yearly retirement, and motor insurance.

A Government Superannuation Scheme to which teachers pay 5 per cent of their annual income assures all teachers a subsistence after retirement. The Institute, however, is responsible for advising its mem-

bers in regard to the working of this Superannuation Scheme. Many years ago it was successful in persuading Parliament to pass an act giving all teachers, in permanent employment, security of tenure.

At the headquarters of the Institute, over 200 committee meetings take place during the year. Students in training are eligible for student membership without payment of any fee, and, since 1937, over 5,000 students have been enrolled.

The Institute is greatly preoccupied by the question of raising the salaries of teachers to an adequate figure. It has never ceased, however, to attend to its main business, namely, the promotion of sound learning. For the past 100 years, this great organization has done for its country a tremendous service. In the next 100 years, even more will be expected of it.





# They Do It Another Way in Malta

JENNIE BACKUS

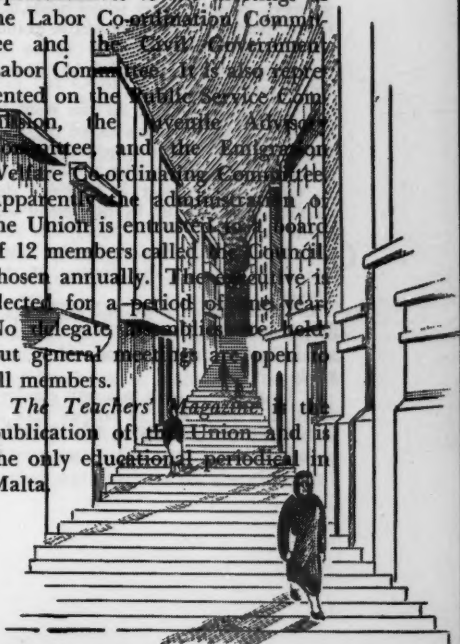
THE teachers' organization of this little island has been from the first an active member of the World Organization, and the literature gives us an idea of the colorful and often tempestuous progress of the organization. Malta is of particular interest to all the civilized world because of the steadfastness with which its people withstood some of the most terrible bombing of the world and the way in which its citizens played their part in that epic conflict.

It was not until November 20, 1919, that the Malta Union of Teachers was formed. The avowed objectives are to promote the general welfare, advance the interest, extend the influence, and raise the standards of the teaching profession. It appears to be the only national organization of teachers in that little country, but it is a recognized trade union and thus enjoys all rights of localistic trade unionism. There are at present 1,200 members of the organization belonging to all grades of the teaching personnel, both public and private schools, administrators, headmasters, and teachers. Any local

member of the teaching profession or any student at a teacher training college may become a member provided that he is approved by the Council, is over 16 years of age, and pays the fee.

The M.U.T. has direct representation in the government and maintains representation on a number of boards and committees. As a recognized trade union, it sends representatives to the meetings of the Labor Co-ordination Committee and the Civil Government Labor Committee. It is also represented on the Public Service Commission, the Juvenile Advisory Committee, and the Emigration Welfare Co-ordinating Committee. Apparently the administration of the Union is entrusted to a board of 12 members called the Council chosen annually. The executive is elected for a period of one year. No delegate assembly is held, but general meetings are open to all members.

The Teachers' Magazine is the publication of the Union and is the only educational periodical in Malta.



**T**HE Malta Union is at present embarked on a project to set up a Teachers' Institute on the island—something that is badly needed. Appeals have been sent to all teachers' organizations in the English speaking world for donations to the fund.

From the Code of Rules formulated for the members of the Malta Union, we have drawn some excerpts from the Code of Honour.

#### *A. Professional Code:*

1. It is considered unprofessional for any member of the teaching profession to commit any action knowing it to be detrimental or injurious to the interests and/or HONOUR of the Profession or of the Union;

2. Not to abide by the decision of the Council in any case of dispute between members settled by arbitration;

3. Systematically and in his professional capacity to instruct scholars on the school premises, before or after school hours, for the purpose of outside competitive examination, unless compelled to do so by lawful authorities, or asked by parents for private tuition;

4. To make a report on the work or conduct of another member of the profession without at the time acquainting the member concerned with the nature of it, unless such report is expressly demanded confidentially by the lawful authority;

5. To censure other teachers or criticise their work in the hearing of the scholars;

6. To impose upon another teacher out of the ordinary school hours an excessive and unreasonable amount of work of any kind;

7. To accept or offer to accept employment at a lower scale of salaries than is usual and is becoming to the teaching profession.

#### *B. Membership Code:*

Every Member's allegiance to the Union is determined (I) By what he **MUST** give, spelling **MEMBERSHIP**, and (II) By what he **CAN GIVE**, spelling **FELLOWSHIP**.

##### 1. As a **MEMBER** he **MUST**

(a) **BE LOYAL.** Loyalty to Union is loyalty to self. In thought, word and deed be loyal to the Union and to its offices: to abstain from unfair criticism of the Council, of the Union's Organ and of your Representative is a duty, not an option. It is an evil bird that fouls its own nest.

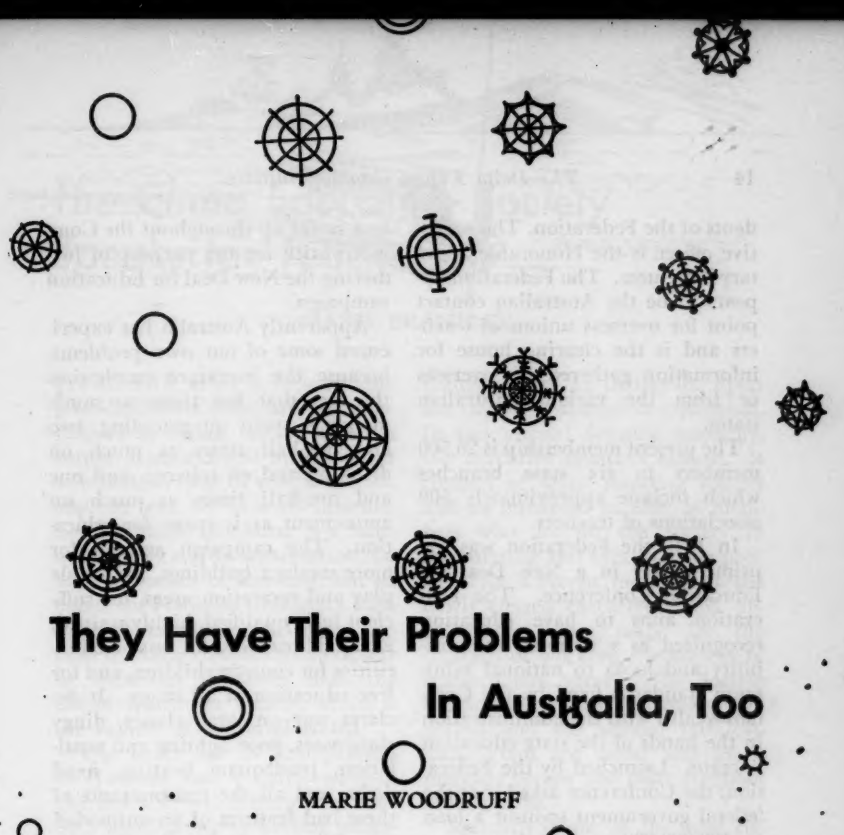
(b) **PAY REGULARLY.** The Union does not want your money, but cannot do without it. The payment of dues is the basis of prosperity.

(c) **BE INTERESTED.** Beware of apathy, that wet blanket that quenches or dampens all enthusiasm. An insubordinate member is less harmful to the Union than an apathetic one.

(d) **BE UNION-MINDED.** In unity is strength and assurance of achieved aspirations. Repeat: **NON EGO SED NOS**, Not I but We.

##### 2. **FELLOWSHIP:**

For a space, we are all thrown together in a common walk of life. In that walk it is our duty to make life as tolerable and as kindly as we **CAN** for ourselves and our fellows. The Union is the instrument for doing this. It is unbecoming to think of the Union as if it were purely a money-making concern: of course it is its job to get more money and better conditions for its members. But it is more than that. It is or it ought to be the visible expression of that invisible bond of fellowship, brotherly love, and moral prestige. It is that bond that urges every member to offer his fellow-teachers his moral and material support in every sphere of our profession.



## They Have Their Problems In Australia, Too

MARIE WOODRUFF

**T**HE Australian Teachers' Federation has been cooperative and helpful. As the name implies, it is a federation of autonomous state unions of teachers. Each state union pays an affiliation fee per head in proportion to its financial membership in the Federation. The state unions are organizations of teachers employed in public schools and include teachers from kindergarten to university levels and, in some states, include inspectors of schools. The Federation is governed by a Council consisting of two representatives from each affiliated state. Each year in Janu-

ary the Council meets, and the expenses of the counselors are born by the Federation. In conjunction with the Council meeting, an educational conference is held, and to this each state is entitled to send six delegates. The conferences rotate throughout the six capital cities of the states.

They have an interesting scheme of rotating the presidents. At each annual conference, which is held in a different state each year, the president of the Federation is the president of the union in that particular state, and the presidents of the other state unions are the vice presi-

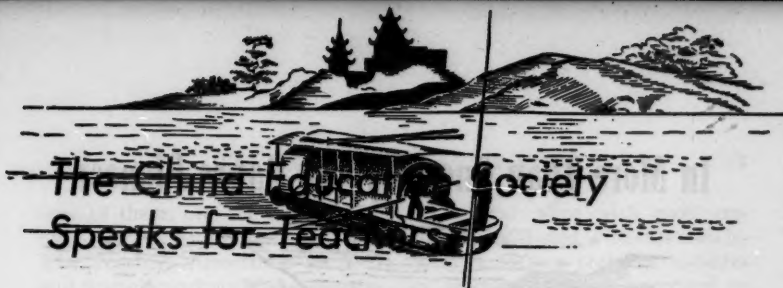
dents of the Federation. The executive officer is the Honorable Secretary-Treasurer. The Federation appears to be the Australian contact point for overseas unions of teachers and is the clearing house for information gathered for overseas or from the various Australian states.

The present membership is 26,500 members in six state branches which include approximately 500 associations of teachers.

In 1948 the Federation was the prime mover in a New Deal for Education Conference. The Federation aims to have education recognized as a national responsibility and looks to national minimum standards fixed by the Commonwealth with the administration in the hands of the state education bureaus. Launched by the Federation, the Conference asked that the federal government sponsor a loan of 100,000,000 pounds for education in Australia; that the Commonwealth make adequate grants to the states for education; that the state governments budget for greater facilities for all branches of education; that municipal and local government authorities cooperate in the movement for better education, and that state commit-

tees be set up throughout the Commonwealth for the purpose of furthering the New Deal for Education campaign.

Apparently Australia has experienced some of our own problems, because the literature emphasizes the fact that five times as much money is spent on gambling, two and one-half times as much on drinking and on tobacco, and one and one-half times as much on amusement as is spent for education. The campaign agitates for more modern buildings, for ample play and recreation areas, for sufficient fully qualified, highly trained, well-paid teachers, for improved facilities for country children, and for free education at all stages. It declares war on large classes, dingy classrooms, poor lighting and ventilation, inadequate heating, fixed desks, and all the concomitants of these bad features of an outmoded school system. In how far the Federation has been able to proceed with its work for the New Deal for Education we do not know. It is interesting to us, however, to note that Australia on the other side of the world is experiencing many of the same problems that we here in the United States are having to encounter.



MABEL BRANTLEY

IN SO FAR as we have been able to determine there are two associations in China, one of which is herein described and on the other of which, in spite of several specific requests sent, we have no information. Whether the latter is a functioning and sturdy organization, we have no means of knowing, but its name, the National Children's Educational Association of China, suggests that it is devoted more closely to classroom problems than the China Education Society, which is the subject of this brief sketch.

The latter has its headquarters at Nanking and is nation-wide in character. It was organized in 1933 by a small group of leading educators with a membership of only 150. Today it has an enrollment of nearly 2,500, including educational administrators, teachers of all grades, the provincial commissions of education, the municipal bureaus of education, and the teachers colleges, as well as the departments of education in the leading universities. It is significant that the Society has 36 branch offices, and it makes the claim of being the most inclusive and influential educational organization in China.

Annual conferences are held regularly in various centers such as Nanking, Shanghai, and Peiping. Members meet as we do in the

United States to deliberate upon the urgent problems of education. In this annual delegate assembly, the executive board is elected. It consists of seven standing officers and an unnamed number of members who act for the Society in formulating and executing its policies. At a recent meeting of the newly elected executive board, appointments were made for the creation of working committees of research and survey: The Society has published many separate monographs and has annual publications. Plans are under way for a monthly review and more frequent monographs.

Research is one of the most significant phases of the Society's activities. Stress on vocational education, an education program for war time, normal education, the objectives and activities of the colleges, a ten-year program for educational reconstruction, a survey on child health and child intelligence, and educational surveys in certain districts are among the impressive achievements of the young Society.

From its inception the China Education Society has been a member of the World Organization of the Teaching Profession, and it has believed in international cooperation enough to send representatives to the several delegate assemblies.

## In More Than One Way the Danes Pioneer



DORIS ALMY

**A** AMERICANS interested in Danish education have had a great deal to think about during the past few months and years in appraising the remarkable work going on in the little country of Denmark. To understand its teachers' associations, one must know a little about the Folk High School education. It was conceived in the middle of the 19th century and is one of the forerunners of the world-wide adult education movement. It grew out of the Danes' conviction that education should be compulsory only up to 14 years of age because they were convinced that adolescents should not be interned inside school walls. However, they were equally convinced that young people should have the opportunity for further study when they were ready for it. In consequence, they have developed these popular high schools where there are no examinations, no degrees, and where attendance is encouraged for its own sake. There are 58 of these schools

today, and each year between 6,000 and 9,000 students attend them. There have been a number of concomitant movements for adult education growing out of the project. More recent adaptations of this idea include two workers' high schools, three domestic science colleges, 24 agricultural schools, and several vocational high schools.

The study-group technique, to which Americans have been only recently introduced, has been in vogue in Denmark a long time, and an estimated 10,000 persons participate annually in these study groups.

Denmark is a pioneer, too, as is well known, in physical education and has set a high mark in the work it has done with youth hostels. The Danes regard these hostels as an integral part of their educational system. The variety of types of education available in Denmark is probably in part responsible for the number and kinds of national teachers' associations. They have



four of them, one for each of the most important kinds of schools. The Teachers' Association for men and women teachers of the elementary schools, which is by all odds the largest, has affiliated with it the Association of Municipal Men Teachers in Copenhagen and the Association of Municipal Women Teachers in Copenhagen. Then there is the Danmarks realskoleforening for men and women teachers in the lower section of secondary schools. In the Gymnasieskolernes laererforening the secondary school masters and school mistresses are banded together. In addition there is an Association of Masters and Mistresses in the Folk Schools and Agricultural Schools.

**T**HE first named of these associations has approximately 16,000 members, the second 1,600 members, but it is noted that a large number of the members of this association are also members of the Teachers' Association. The organization for men and women teachers in the lower section of the secondary schools has a membership of 1,550, and the last named one comprises 300 to 400 members. In the case of the Teachers' Association, the organization is governed by a common council elected by the members. In the case of the other organizations, a general meeting governs the proceedings. Each association has an executive committee elected by the members.

Only the Association of Secondary School Masters and Mistresses

has a real office with paid employees. Affiliated with this association are various clubs or societies for teachers who are interested in teaching the same subject.

Members' subscriptions alone support all these organizations. There is no subsidy or government aid of any kind.

**I**T is significant to note that the Teachers' Association sponsors a weekly publication and that the Danmark realskoleforening and the Association of Secondary School Masters and Mistresses each has a fortnightly publication. Research is undertaken by the members of an especially appointed committee of experts or of interested members.

The Teachers' Association and the Association of Secondary School Masters and Mistresses are keen competitors in Interscandinavian and international educational and organizational collaboration; for example, through UNESCO.

Two of the associations—the Teachers' Association and the Association of Secondary School Masters and Mistresses—have the right to negotiate with the authorities in the Ministry of Education and the Ministry of Finance about educational and economic problems, and their negotiations have been responsible for marked improvements of the salaries and working conditions of the profession. Of course all of these organizations are first and constantly concerned with educational work, which is their chief business.

## Cuba Believes in Its Educational Association

MRS. LOUISE A. FISCHER

FROM the Secretary General of the Educational Association of this little republic we have this message: "We are terribly sorry that we have not answered your letter with greater haste, since we value so much this manifestation of interest in learning about the development of our Association. We are in accord with your idea of preparing full information about the institutions of our type and, furthermore, we are of your opinion in thinking that all teachers from all parts of the world ought to be united for higher goals for education, for improvement of the systems of methods of teaching, and finally, for attention to childhood and youth." The Secretary-General expresses very adequately the concept of unity which should bind the profession together and the need for a constant exchange of pertinent information.

The little republic's Educational Association is very young, because it was founded August 20, 1938. Its statutes were agreed upon on August 27 of the same year, and a convention of the first National Assembly was called. The Educational Association of Cuba main-

tains its membership from all sectors of teaching ranging from the kindergarten to university, and it is interesting to note that it makes a public avowal against any infiltration of communistic ideas. It repudiates any member who has such leanings or even anyone slightly sympathetic with these ideas. The relationships with the government are cordial, and there are frequent conferences with government officials who help plan for the needs of the schools and youth.

The Association provides for a National Executive, five Provincial and Municipal Executives, and there exists, besides, the Assembly of Delegates.

Modest fees are fixed by statutes, although there is no specified amount indicated. Only under extraordinary circumstances are special fees raised by means of benefits and donations contributed by persons belonging to the organization. The young organization has only 400 or 500 members, but it makes a brave effort to put out publications at frequent intervals, although the number had to be cut considerably because of economic stringency. The organization is



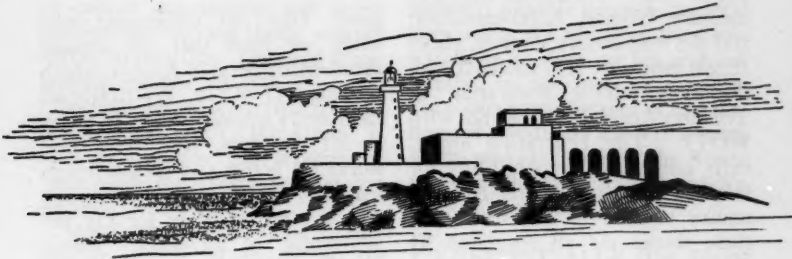
making all possible use of the press and national radio.

It is interesting to note that the little Association, young as it is, has a group of members who are learned in law, and these members constitute the Judicial Bureau. They are unpaid for their services, but members may avail themselves of help whenever the needs arise.

No liability insurance is provided

by the Association, but the state insures retirement in accordance with the funds provided by law.

The organization believes in itself and has faith that it has done much and can do still more in improving the techniques of teaching, in stimulating members of the profession, and in devoting adequate attention to youth and its problems.



## SWEDEN FOLLOWS NO PATTERN

MRS. ESTHER KNOX

THE Federationen Sveriges Allmänna Folkskollärarförening is the official name of the Swedish organization which is described by its Executive as the top professional organization consisting of three independent group organizations: The Elementary Men composed of about 9,500 members; the Elementary Women, 5,500 members; and the Preparatory Women, about 12,500 members. It is affiliated with the International Federation of Teachers Associations, but not with WOTP. The Federation apparently assumes no responsibility for teachers' insurance, retirement, and tenure because its Executive says these things are all regulated by the laws of the country and are specified clearly for every school district as are also the salaries.

The Federation has cordial relations with the government but is absolutely independent.

The money to operate is derived solely from membership fees. The economic position of the organization is described as being rather



good. One can understand why when we read that the annual membership fee is 40 Kronor, which is about \$11 to \$12. Practically all elementary school teachers in Sweden are members. The Federation works for better and further training of teachers in elementary schools, and it strives for the improvement of elementary school teaching and the status of Swedish public education. It seeks to unite all group organizations in the elementary field and to focus their several interests. It endeavors to protect common interests in economic and legal questions. Finally, it supports Nordic and international cooperation in the field of education.

# The Teachers of England and Wales Find a Voice

MARY FOWLER

THE teaching profession in England and Wales finds unification in the National Union of Teachers of England and Wales. Its giant headquarters are at Hamilton House, Mabledon Place, London, England. It was here that the second delegate assembly of the World Organization of the Teaching Profession was held in the summer of 1948. The central office is headed by a general secretary, who has an able staff. Under the aegis of the National Union are incorporated 665 local associations, 54 county associations, and seven associations serving both county and local interests. The total membership exceeds 180,000.

Neither an incorporated interest nor a trade union, the Union is said to combine the features of both with the functions that are peculiarly its own.

Membership is extended to any teacher whose eligibility is approved by teaching position in 16 listed types of schools. In these schools, the staff members possess the qualifications recognized by the Ministry of Education or possess such alternative qualifications as may be accepted by the Executive. Included also are temporary teachers who have been approved by the Ministry of Education and

teachers recognized by the Royal Society of Teachers. No one is excluded from membership because of creed, party, sex, status, or type of school. As they are in this country, the students in training at a training college or university training department may be admitted as Association members without payment until they leave the college or university. The admission fee is five shillings, but, if membership lapses, it costs another five shillings to be reinstated. The annual subscription or dues is one guinea per member, payable through the local association. In addition, local subscriptions or dues are set and collectable by the local associations. Voluntary contributions of one shilling per month are asked of a member to provide funds for the Benevolent or Orphan Fund of the National Union of Teachers.

PROFESSIONALLY, the Union works for the establishment of a highly qualified, publicly recognized, independent learned profession with compensations and other conditions of service commensurate with the work for the state. It provides opportunities for professional counsel, social enjoyment, formation of friendships, and the acquisition of experiences in the conduct



of public business—all this through its association meetings. It affords its individual members the best advice procurable on professional and educational affairs; it assists its members individually in difficulties with School Managers, Governors, Inspectors, Local Authorities, or the Ministry of Education. Should inquiries be held about a teacher who is involved in a professional dispute, the Union supplies official representation. If its members are prosecuted, defamed, or otherwise wronged in the cause of their professional duties, the Union comes to their assistance with legal help. It takes protective steps in behalf of members threatened with dismissal or professionally harassed. It sustains its members who suffer financial loss in defense of their profession when acting in accordance with advice from their Executive.

**AN** Information Bureau deals with inquiries and supplies material covering a wide field of educational theory and practice. Special committees carry on research on such things as Nursery-Infant Education, the Distribution of Children, Post-Primary Schools, and Certificate Examinations in Secondary Schools.

In material benefits the teachers profit much from membership in the Union. It has its own full-time solicitor and staff of experienced law clerks, and free legal advice and assistance on professional matters are given to members at all times.

Under its organization, the Un-

ion sponsors three subsidiary groups, known respectively as the Teachers Provident Association, the Teachers Assurance Company, and the Benevolent and Orphan Fund. The first of these provides for such benefits as sick pay, life insurance, endowment, and advance on mortgages. The second offers special insurance at low rates to provide for dependents and other retirement features not possible under the National Pension Act. Finally, the Benevolent and Orphan Fund exists for the relief of widows and orphans and in certain cases other dependents of teachers. To the National Union, teachers or its members are indebted for special rates for use of libraries, for aid in establishing and using banking accounts, and motor insurance.

The Union is represented on over 60 outside bodies whose work is likely to influence the national system of education. Both prior to and since World War II, the Union has taken an active interest in co-operating with international associations organized to promote the education of the world and share with one another the findings in the field. An alliance was declared between the National Union and the Institute of Scotland in 1935. But each body preserves its own national autonomy.

The Union sponsors a multitude of regular pamphlets on various subjects and at frequent intervals. Its official organs are *The Schoolmaster* and *Woman Teachers' Chronicle*, published weekly.

# This Is The Way The Dutch See It



ETHEL C. LUIDENS

**I**N THE tiny country of the Netherlands there seems to be no organization which is comparable to our National Educational Association. Instead the Raad van Leraren (Council of Secondary School Teachers) appears to be the only organized voice of the profession. It consists of nine members, representative of the Society of Dutch Latin Schoolteachers, the Association of Secondary Schoolteachers, the Association of Roman Catholic Secondary Schoolteachers, the Association of Teachers of Protestant Secondary Schools. The amalgamation effected by the Raad van Leraren was achieved in 1941 during the German occupation. All four organizations have the same purposes regarding the protecting of salaries and tenure of teachers and the promotion and study of secondary education. In the first organization there are 1,500 members, in the second 2,300, in the third 1,300,

and in the fourth 800. It is significant that the Society of Dutch Latin Schoolteachers has been in existence for more than 100 years, having been formed in 1830.

A permanent contract between the government (the Ministry of Education) and the Raad van Leraren exists. A permanent committee named from the Raad and from the representatives of the government is concerned with all problems of salary and tenure.

Funds are derived from the contribution of members, and these range from \$3 to \$6 per year. The Society of Dutch Latin Schoolteachers and the Association of Secondary Schoolteachers each has a weekly organ. The Catholic and the Protestant teachers have their own publications.

One wonders what is the voice of the thousands of teachers in the elementary schools and why there is no information from such an organization.

## SOUTH AFRICA HAS ITS DIFFICULTIES

GERTRUDE A. PRADEL

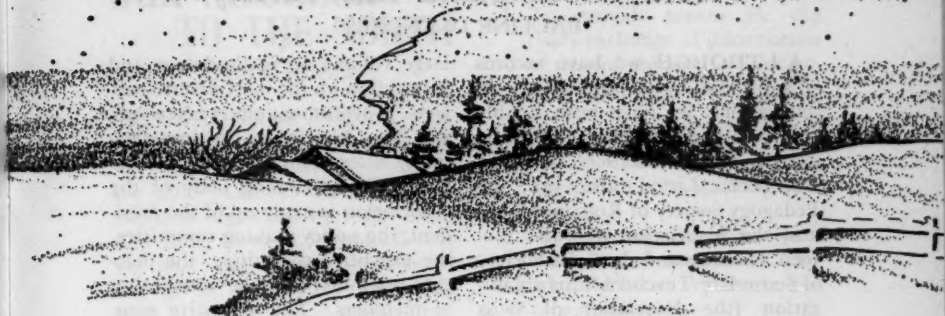
THE chairman of the committee in Connecticut had a difficult problem before her because of the multi-racial nature of South African society. The Union of South Africa is, as those who know their geography are aware, composed of four Provinces. It has a central government and four Provincial Administrations. Primary and secondary education and teacher training fall under the Provincial Administrations so far as Europeans, Coloured, and Asiatic people are concerned. The Native education falls under the national Union Government but is administered by the Provinces.

There have been several letters from South Africa, but from the Institute of Race Relations seems to have come the most inclusive and valuable body of information. The Institution says that there is no central organization representing the interests of all teachers of all races. For example, for the European teachers there is a Federal Council of South African Teachers' Association; Joint Committees or Councils of Teachers' Associations in the various Provinces, and Teachers' Associations with their local Branches. Often, though, separate associations for Afrikaans and English-speaking teachers and for high school teach-

ers are formed. In the Transvaal, for illustration, there are three organizations for European teachers, each with its branches in the various towns. They are: (a) The Transvaal High School Teachers' Association which serves the interests of the English and Afrikaans associations. This was established in 1917. (b) The Transvaal Teachers' Association for English Primary Teachers. (c) the Transvaalse Onderwysersvereniging for Afrikaans Primary School Teachers. Each one of these organizations sends representatives to the Joint Committee of Transvaal Teachers' Associations and also to the Federal Council of South African Teachers' Associations. In the Cape there are two organizations, each with branches. They are the South African Teachers' Association, established in 1862, and the Suid-Afrikaanse Onderwysersunie. Each of these sends representatives to the Joint Council for the Cape and to the Federal Council. In Natal there is the Natal Teachers' Society. This serves the interests of both European groups. In the Orange Free State there is the OFS Teachers' Association. Again it is devoted to the interests of both European groups.

The Federal Council seems to be the body established to coordinate





the work and the efforts of all these varied organizations. Its avowed aims are to work for the improvement of education; to safeguard direct and indirect interests of European teachers in South Africa, and to promote professional unity. There are some 21,000 members of the various constituent bodies in the Union.

The funds for each constituent body are obtained from annual subscriptions of members. Funds for the Joint Council and the Federal Council are obtained from a block subscription paid annually by each constituent body, the amount depending upon the size of the membership.

It is said that these associations, even though to us the organizations in their setup may seem unwieldy, have been able to achieve better service conditions, salaries, and pension rights. Their efforts have improved the staffing of their schools, the conditions of the school build-

ings and grounds, their curricula and methods.

The non-European races of South Africa include Coloured people (that is, those of mixed race, the Cape Malays, the Bushmen, and Hottentots), the Asiatics (chiefly Indians), and the Africans, or pure-blooded Bantu Peoples. There are separate schools for each race; some of them are conducted under the Provincial Government and others by Missions under the aid of government subsidies. Apparently, these teachers have their own federations which follow, in general, the functions of the organizations for European teachers. They raise funds in a similar fashion, they press for the attainment of similar ends, they have their own publications, but segregation seems to be maintained with rigid adherence. Some of the racial problems and the group minority problems in South Africa may be closely related to the rigidly drawn lines of these associations.

## Little Switzerland Has Variety

PAULINE D. KNOBBS

**A**LTHOUGH we have records of four Swiss professional organizations, we have been unable to secure information from any except the Association of Swiss Teachers. Listed also are the Pedagogy Society of Romance Swiss and the Association of Swiss Women Teachers and the Swiss Society of Secondary Teachers. This organization (the Association of Swiss Teachers) vies with the Educational Institute of Scotland in claiming a long history. It was founded in 1849 and at the moment boasts of 12,000 members. It is dedicated to the promotion of education and instruction in schools and the professional and social betterment of the teacher.

Every teacher working as such in Switzerland and who is a Swiss citizen is eligible to membership. Those who have traveled in Switzerland know that three languages are spoken there, German, Italian, and French. The Association counts as members colleagues who speak German and Italian. Those speaking French are organized in the Pedagogy Society of Romance Swiss. The relationships, however, between the two organizations are close and cordial.

This Association is a professional organization which not only sustains its professional interests but also maintains funds to assist in case of sickness and other distress and to help the orphans of teachers to obtain a better education. The Association publishes extensively a

large volume on methodology and instruction on the most diverse subjects. Government offices often consult the Association in investigations, often calling for collaboration. The governing body of the Association is made up of the president, the policy making committee, the executive committee, the delegate assembly, and the convention of members. The executive committee is made up of 12 members of whom the president, the treasurer, and one other member form a governing committee.

The dues are three francs per year plus one Swiss franc which is set aside for the social security fund. The periodical of the Association is called *Primerous*, but we do not know how often it is issued or very much about the nature of its contents.

According to the number of cantons, Switzerland has 25 educational districts. Each canton is responsible for independent legislation pertaining to its schools. Accordingly, the Association of Swiss Teachers in each canton has executive committees which promote the interest of the teachers and which are in touch constantly with government officials.

Pensions and retirement are taken care of by the canton and the community. Apparently, except to make suitable applications in matters of changes of salary and tenure, the Association assumes no particular responsibility.





## OUR NEIGHBOR TO THE NORTH

DORA SMALL

THE Canadian Teachers' Federation, representing professional organizations in each of the nine provinces of the Dominion, was organized in 1919. Since that time, through its annual conventions and other activities, it has given continuous leadership both to the public in matters pertaining to education and to the teaching profession in the establishment and maintenance of standards of professional service. The Federation was incorporated on August 16, 1946, at Ottawa, Canada, where it now has established a national office with a full-time secretary in charge.

In adopting a national policy, the Canadian Teachers' Federation accepts and respects the established principle of provincial autonomy in education. At the same time, it stands committed to the policies of equal educational opportunity for all citizens and the encouragement of national unity through the schools. This statement of policy is intended to serve both the teaching profession and the public, giving them a clear view of the standards and objectives necessary in Canadian education.

The purposes of the Canadian Teachers' Federation are as follows:

To obtain cooperation and co-ordination of all provincial teachers' organizations upon policies and activities of common interest, and in particular, but without restrict-

ing the generality of the foregoing:

1. To provide means for the ready exchange of information of mutual interest to those engaged in the teaching profession.
2. To improve the social and economic well-being of those engaged in the teaching profession.
3. To encourage the exchange of teachers and students in Canada and between Canada and other countries.
4. To stimulate interest in and seek to give leadership in matters which tend to foster a national outlook.
5. To foster good-will and mutual understanding between those engaged in the teaching profession in Canada and other countries.
6. To cooperate with governments and to cooperate or affiliate with public organizations, societies, institutions and others in furtherance of the purposes set forth above.
7. To accept and receive gifts, bequests, donations, and endowments designed to further the purposes set forth above.

THE Canadian Teachers' Federation has approximately 58,000 members. All teachers who are members in good standing of their provincial teachers' organizations are automatically members of the Canadian Teachers' Federation. All Provinces of Canada, with the exception of Nova Scotia and Newfoundland, have Professional Acts making membership in their pro-

vincial teachers' organizations automatic. The Canadian Teachers' Federation at present is composed of practically all teachers in Canada with the exception of those belonging to the French Catholic teachers' organization of the Province of Quebec, and the teachers of Newfoundland, Canada's new province. It is expected that the latter teachers will affiliate with the Federation in the near future. The provincial teachers' organizations pay an annual per capita fee of forty cents to the National Federation.

The Canadian Teachers' Federation has three classes of members, namely, Honorary Life Members, Executive Members, and Active Members. Honorary Life Members may be elected upon resolution of the Board of Directors at any general meeting of the Corporation by majority vote of the active members present. Honorary Life Membership is conferred upon those who are or have been actively engaged in the teaching profession, and who, during such engagement, have been members in good standing of an affiliated organization. This honor is conferred only upon those who are considered to have rendered signal service to the profession.

Executive members may be elected at any annual general meeting of the Corporation by a majority vote of the active members present. The Executive Members must be, or have been, actively engaged in the teaching profession or in

the work of the Corporation. The total number of Executive Members shall not exceed, at any time, twelve in number. Persons elected to Executive Membership shall serve for a period of one year, and shall be eligible for re-election.

**A**CTIVE Members are appointed by each affiliated organization, which is entitled to three members. The governing body of each affiliated organization directs the manner in which these members are appointed.

In addition to the three active members, an affiliated organization may, in its discretion, appoint other persons to attend the general meetings of the Corporation. Such persons are known as "Alternates" and may take the place of an absent active member from his province at a general meeting, or on a committee, provided that such substitution is properly reported. Alternates who are in attendance, but not substituting for active members, may participate in discussions, but do not have the right to vote.

All Active Members present at a general meeting are entitled to discuss and vote upon the business of the meeting. Executive Members may discuss all business and may vote on all except that within the scope of certain by-laws. Honorary Life Members present may participate in discussion, but are not entitled to vote.

**T**HE affairs of the Corporation are managed by a Board of twelve

Directors who are the President, the immediate Past President, the Vice President, and one Active or Executive Member from each affiliated provincial organization. These Directors, with the exception of the immediate Past President, are elected annually at the general meeting. The President is Chairman of the Board of Directors, who consider and recommend the policies of the Corporation. Such resolutions as they make are presented for consideration to the governing body of each affiliated organization previous to the general meeting of the Federation. Matters of policy originating in the governing body of an affiliated organization are also presented to the Board of Directors of the National Federation previous to the general meeting. A resolution dealing with a matter of policy must carry a majority vote of the Active Members representing at least two-thirds of the affiliated organizations.

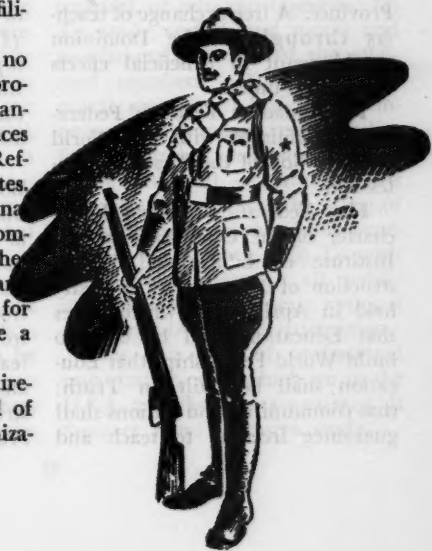
The National Federation has no jurisdiction over tenure. The provincial teachers' organizations handle such matters. Some Provinces have machinery for Boards of Reference and arbitration of disputes. The National Policy of the Canadian Teachers' Federation recommends, however, that "A teacher should have security of tenure and should not be dismissed except for cause, subject to appeal before a Board of Reference."

Teachers' insurance and retirement pensions are in the field of the provincial teachers' organiza-

tions. The Canadian Teachers' Federation, with which these provincial organizations are affiliated, advocates a national policy with respect to such matters, but negotiations for legislation, etc., are between the provincial executives and the provincial governments.

The Canadian Teachers' Federation issues a Monthly News Letter to officers of provincial and local associations. They also publish information service bulletins on such topics as salaries, fee scales, etc., to provincial teachers' organizations. Occasionally, there are special projects which result in published reports.

THE report of the Reconstruction Committee of the Canadian Teach-



ers' Federation completed in August, 1943, made specific recommendations for the improvement of teacher training. It believes that the status of the teaching profession must be raised to a level that will attract into it young men and women of the highest character and ability. The committee recommends that the Teacher-Training Institutions in every Province should be staffed with the best educational experts available, with people who have a real philosophy of education and a thorough understanding of modern trends and methods. They feel that school buildings and equipment should be such as to make possible the best professional service.

The Reconstruction Committee also recommends to the provincial Departments of Education that a teaching certificate secured in any Province may be valid in any other Province. A free exchange of teachers throughout the Dominion would result in beneficial effects to national unity.

The Canadian Teachers' Federation is affiliated with the World Organization of the Teaching Profession.

The Federation endorsed the charter of the Conference of the Institute of Educational Reconstruction of New York University held in April, 1943, which states that Education shall be used to build World Fellowship; that Education shall be built on Truth; that communities and nations shall guarantee freedom to teach and

study; that through Education we shall seek to promote health; that we shall prepare all individuals to contribute to the work life of the world; that through Education we shall seek to develop Active World Citizens, and that Education on an equal basis must be guaranteed by all governments.

**A** BRIEF presented by the Canadian Teachers' Federation to the Federal Government in February, 1949, asked the government to consider some important recommendations regarding Canada's relationship with UNESCO. They asked (1) that a National Commission for UNESCO, financed by the Federal Government, be established, and that the Teachers' Federation be officially represented on the Commission; (2) that the Teachers' Federation shall have representatives in the Canadian delegation to the meetings of UNESCO; and (3) that the Canadian Government support the program of UNESCO International Seminars, and bear the expense of Canadian representatives to the Seminars.

The Canadian Teachers' Federation also presented to the Canadian Government a brief on Federal Aid to the Provinces for Education in February, 1949. The Teachers' Federation has never deviated from its stand that complete control of administration, supervision, teaching personnel, the curricula, and methods and materials of instruction must remain with the Provinces.

## In Belgium the Situation Is Different

MRS. HAZEL R. COOPER

**B**ELGIAN public school teachers are part of a National Public Service Union. The teachers' organization is neither independent, voluntary, nor non-governmental. It cooperates with the Public Service Union and can work for the betterment of teachers only through the National Public Service Union. The latter is an affiliate of the General Federated Workers Union.

The Union of Public Service meets every two years, and the delegates are composed of individuals representing all types of occupations. Teachers attend. They are represented by elected delegates—one delegate for every 3,000 persons or a fraction of each from each district. The total number of teachers is 13,000.

Only public servants are in the educational sector, which means that only half of the total number of teachers can belong to the organization because the remainder are working in Catholic (private) schools. Public Service Union is governed by a president, vice president, general secretary and treasurer, and a permanent national secretary.

The Executive Office manages funds and dues in an amount not specified or collected by this office. The size of the dues seems to be fixed by Congress. There are two types of memberships, full members and those affiliated but not receiv-



ing full benefits. Dues are adjusted accordingly. Strikes are permitted.

Apparently there is no body which may have for its avowed objectives the welfare of teachers because these, like all other members of the Union, bow to Union domination. There is, however, definite stress placed upon international affiliations and the coordination of work with similar organizations in other countries.

**T**HE aims and purposes of this general federation of workers are to us extremely interesting: (1) To bring about close bonds of brotherhood and solidarity; to unite all workers without distinction of rank, profession, political, philosophical, or religious opinions. (2) To study and defend moral and professional interests of the affiliated members. (3) To present moral and material aids to members. (4) To assume responsibility for involuntary accidents. (5) To assure universal education of its members by making the idea of indispensability of the Union penetrate to all members. (6) To push the nationalization of all public utilities and to ameliorate national conditions by direct participation.

This is a type of professional organization with which we in the U.S.A. are wholly unacquainted. It deserves more intensive study.

# On the Other Side of the World

EDITH STEANSON

**I**N FAR-AWAY New Zealand there is a New Zealand Educational Institute. They are careful in their literature to say that the official name is the New Zealand Educational Institute, Registered. It was founded in January, 1883. Its Constitution defines its objectives as the advancement of the cause of education generally and upbuilding and maintaining the just claims of its members individually and collectively. The total membership in 1948 was 8,284. All teachers in the government service are eligible for membership.

Although the Institute has no connection with the government or with government agencies, it maintains cordial relationships and, when asked to do so, supplies representatives on certain governmental bodies—for example, the Government Superannuation Board and the Teachers' Appeal Board.

Consisting of a number of branches, the Institute sponsors an annual meeting to which all branches have the right to send delegates.

There is an executive body composed of 16 persons, each of whom is a member of a branch. The staff is apparently a fairly small one, and as yet the Institute has no building of its own.

Services to members on a national scheme are handled by the head-quarter's staff, and services which involve local relationships or local

educational services are the responsibility of the branches.

The members pay subscriptions, although the amount is not indicated, and the branches in turn pay yearly levies to the Dominion Treasurer in accordance with the membership.

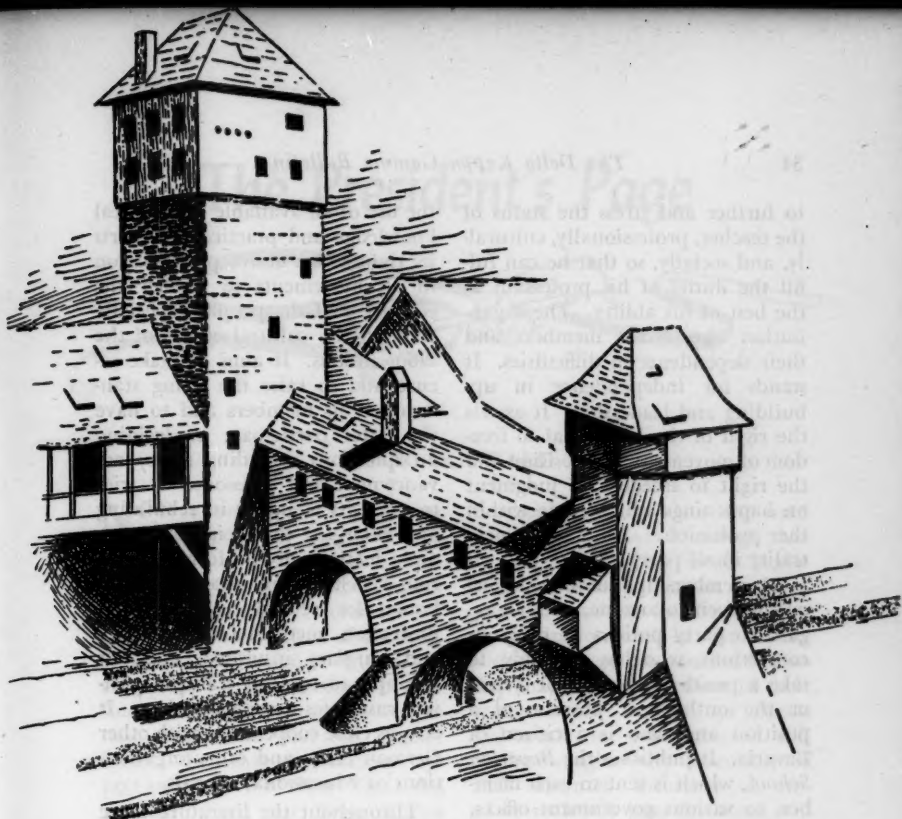
The principal publication is a monthly journal *National Education*. From time to time other publications such as books, pamphlets, monographs, etc., are issued. A legal handbook is issued in revised form periodically, and there is a revision at intervals of a more recent publication, "The ABC of Teachers' Superannuation." The Institute seems to function through the activities of its branches, which in turn have small committees set up to deal with specific problems and which report to the Dominion Executive.

**A**LEGAL Assistance Fund is provided for members involved in legal proceedings, and there is a Group Assurance Scheme under which teachers' payments on policies are deducted from their wages.

The Institute is everywhere recognized as the mouthpiece of the primary teachers. Though membership is also open to post-primary teachers, the latter also have their own organizations.

Young as it is, the Institute has played a prominent part in securing legislation to improve conditions of teachers generally.





## In Bavaria the Teachers Organize

MRS. LOUISE A. BUEHLER

**A**LTHOUGH the records show that there are at least three German teachers' organizations in Germany, we have been unable to secure information concerning the functioning of two of them. The Bavarian Teachers' Association, which was founded in 1861, was temporarily disbanded by National Socialism in 1938, and

was re-established on August 26, 1946.

Its purposes are extremely interesting. The first one states that the organization exists not only to further the Bavarian school system, pedagogical knowledge and practice, but also to educate the people as a whole in the true spirit of democracy. It avows its intention

to further and stress the status of the teacher, professionally, culturally, and socially, so that he can fulfill the duties of his profession to the best of his ability. The organization also assists members and their dependents in difficulties. It stands for independence in up-building and leadership. It asserts the right of the individual to freedom of movement and position and the right to freedom of judgment on happenings which come within the profession. It pledges neutrality in all party politics.

Its membership numbers 11,500 and is open to anyone, without regard to party politics or religious convictions, who has the right to take a position in a school system or the outlook or promise of a position and who is a citizen of Bavaria. It publishes the *Bavarian School*, which is sent to each member, to various government offices, and to other interested groups. It employs its own legal adviser, who is available to each member of the Association for counsel whenever school or political situations demand legal assistance. It has its own insurance for sickness which affords adequate protection to all members in good standing.

**ALTHOUGH** the literature sent us does not make clear how many of the avowed aims have been realized, it makes clear the fact that the organization has defined its objectives in no uncertain manner. It speaks out for the work of self-education of its members and for

the use of all available pedagogical knowledge and practice. It asserts its right to an active participation in all movements to further the education of the people, especially through the cultural efforts of the labor unions. It aims to make secure and to raise the living standards of its members and to have the latter participate in deciding on questions regarding salary advancement and pensions. It tries to assist its members in rebuilding and enlarging the social and economic features of the former Bavarian Teachers' Organization (loans, homes for retired teachers, legal protection, medical insurance, fire and burglary insurance, etc.). It attempts to care for war and post-war casualties among members. It attains close cooperation with other German clubs and other organizations of educational officials.

Throughout the literature there is emphasis on the organization on democratic principles. The meeting of the delegate assembly is made up of representatives who meet every two years, but especially urgent and important decisions are made at meetings of the main teachers Council that carries on business during the interim.

Although our information about this Association is spotted, the report is encouraging, for it gives evidence of the fact that our German colleagues at least in one part of Germany are attempting to realize professional objectives in much the same way as we do in this country.



# The President's Page



## LOOK OUTWARD

NOT so long ago we sat looking back upon our aspirations of another year. Perhaps we noted, gaily, that we had succeeded in keeping our high resolutions of that earlier time. More often, however, the perfectionist within us chided us for falling short of our intentions, and we were moved to new ambitions and to higher hopes. In that crystalline opportunity of the New Year, did we take down our Delta Kappa Gamma purposes; did we polish them and give them the admiration worthy of our high obligations, or did we look smugly and complacently at them and turn to brighter tasks?

On a broader basis, perhaps we can look back and see what has developed from one of our purposes. From Algiers and China; from Korea and France; From the American zone of Germany; from Norway; from the broad places of the earth have come those eager students to be our fellows. Packages of foods, wearing apparel, and reading matter have gone to far-distant places. Supplies that make for greater joy in teaching have gone

to schools in areas where the need is overwhelming. Is it enough that we have made these small beginnings? Whose obligation is it to give the teachers in the outposts of civilization and in the dense, packed cities of the world a fellowship that will sustain them in their urgent need? Double our efforts and triple our generosity—it will not be enough. Only the continued and unstinted thrusting of ourselves zealously into this work will enable us to meet part way the responsibilities we must accept. Generosity it takes, but not a generosity expecting to be thanked. Understanding it needs, but not the sort that stems from the odious comparison of two peoples. Alert intelligence it requires, but not the type that can end in mere toleration when too much is known about a subject.

We might be critical of ourselves in two directions: we are too much concerned with our own needs to be aware of the needs of others; and we have turned our attention too often toward far-distant, romantic fields to consider those at our very doorstep. How shall we

reconcile these two? It will take more than the presentation of a pretty program with the intention of pointing up the strange and the exotic in the customs of our fond neighbors or our sworn enemies. This is a task for the zealous, for those whose indefatigable desire to help humanity takes no heed of time or labor. For while we wrap our bundles and make out our declaration tags; while we write our requests to the military in our occupied zones; while we collect the funds to bring our fellow-teachers from abroad, there are those at our doorsteps who silently await our attention.

Do you know who has come to live among us from abroad? Have we made it our rule to seek out those displaced ones whose only longing is to return "home"? Latvians, Estonians, Czecho-Slovakians, Jews—they fill our centers and await their turns. When their openings come, what menial tasks they accept: a former Latvian municipal judge takes on the janitorial work in a sanatorium for tuberculosis patients; a brilliant young medical student, whose credentials are not accepted by our schools, does the most menial work in an X-ray

laboratory while she waits for the day when some medical school will permit her to enroll; a woman in her seventies, whose household staff was large and highly skilled, does maid service and all cleaning in an American home. Their small possessions gone, their homeland come to unhappy days, what possibly can give them hope? Of the thousands of homeless ones seeking a precarious living among us, not many do we know; yet their stories are harrowing; their capacity for fellowship is born of the anguish they have endured for so long and with no friendly comfort.

The year is fresh and new ahead of us. The chance for good works is greater than ever before. It is the year of our coming of age. In all the fullness of our maturity, *never letting our right hand know what our left hand doeth*, we can meet and come to grips with the problems we find. While we work for welfare among ourselves, we can see what it means to administer to the needs of our brothers. We can find out what it requires to carry out our first purpose.

BIRDELLA M. ROSS  
National President

# Exchange Teaching As Seen By Participants

M. MARGARET STROH

**A**FTER the affiliation of our Society with the World Organization of the Teaching Profession, the Secretary General asked us to be responsible for two specific projects. The first one had to do with the assembling of specific information from exchange teachers both in the United States and Great Britain. An approach to the problem had been made by a committee from WOTP which was headed by the Educational Institute of Scotland and which made its report to the meeting of WOTP in London in July, 1948. The discussion which ensued indicated that much more information was needed concerning certain aspects of teacher exchange than it had been possible to assemble up to that time. Accordingly, we made ourselves responsible for distributing a questionnaire to British and American exchange teachers for 1947-48 and for assembling and interpreting the replies.

The questionnaire consisted of twelve questions, two of which had four subheadings. The number of questionnaires sent out was 246.

An equal number, 123, was sent to American and to British teachers. The replies were 139 in number, 73 from the United States and 66 from Great Britain. The distribution of the replies was extremely interesting inasmuch as teachers from the whole United States were represented, and in Britain not only were various parts of England represented, but Ireland and Scotland as well. Consequently, we feel that we have assembled fairly representative opinions concerning aspects of exchange which hitherto have not been available.

It may be pertinent to observe that the year 1947-48 was chosen because the respondents had returned to their own teaching positions and had been able to evaluate their experiences after several months of readjustment to their own jobs. We felt that their reactions to their experiences in retrospect would possibly be more valuable than opinions from teachers who were in the midst of an exchange teaching period. We are fully aware that improvements have been made in the exchange

system in the past year. We know that many difficulties or problems have been alleviated; that better opportunities have been provided for consultation between teachers exchanging positions; and that interview techniques have probably been improved. However, in the replies of the respondents, there are many valuable suggestions for improvement and evaluation of the whole scheme of exchange.

In making a report on this study, we are deliberately avoiding statistics. Our analysis attempts only to interpret opinions very often elusively or equivocally stated. We feel that differences in replies to questions could only be attributed to the differences in points of view due to nationality, cultural background, and perspective.

#### Is Selection Made with Sufficient Care?

The majority of American teachers thought that selection had not been made carefully enough. The British teachers, however, for the most part thought selection had been well done. Their replies took several pertinent factors into consideration which those concerned with exchange will want to take into account. It was significant that both American and British teachers agreed by a large majority that *adaptability* is the most important single factor in selection. These teachers from both England and the United States all agreed that candidates should have demon-

strated their *adaptability in various types of situations* before acceptance for exchange. Both Americans and British agreed that a number of unfortunate situations could have been avoided had that particular factor been given more attention than officials had devoted to it in choosing the candidates.

In large numbers, the British and American teachers expressed themselves as believing that the professional interviews conducted were quite inadequate. They believed that the techniques of interviewing should be much improved, particularly at the regional level.

There was considerable outspoken criticism, too, that health examinations had been perfunctory and had been given after appointment. Naturally, the teachers concluded that they could be of little value.

Many of the teachers, both British and American, agreed that there should be an age limit. This opinion seemed to be due largely to the fact that many teachers of considerable maturity have a sizeable bank account and are therefore able to consider exchange from the financial point of view, but they are not necessarily the best people to choose for exchange work.

Both American and British teachers were interested in having the *motives* of exchangees examined. They were of the opinion that many teachers regard the period of exchange as an opportunity for a holiday or a chance to get away from an unhappy teaching situ-

ation. The British teachers spoke frequently of the need of more men teachers having the opportunity for exchange. Nearly all of them were agreed that candidates should possess a demonstrated public speaking ability, since the demands for frequent appearances before clubs and service groups were very heavy.

We were interested to note, too, that several of the British teachers voted vigorously for a sense of humor as a qualification for exchange, but that no American teacher mentioned it. This fact might have more than one inference.

#### **What To Expect and What To Avoid**

The recipients of the questionnaire were asked whether they had enough intelligent and realistic preparation on the kind of things they could expect and the type of things they must avoid. The opinions on this question were divided rather evenly. About 50 per cent of the American teachers felt that they were not supplied with adequate information either on what to expect or on what to avoid. These teachers were vigorous in their insistence upon an adequate period of preparation prior to their sailing. They wanted publications distributed at a much earlier date than these have previously been circulated. The American teachers were in thorough agreement that they had wholly inadequate information on British schools, and

they expressed themselves as believing that the schools in England should assume a greater degree of responsibility than was evident in making the exchange system mutually profitable.

The American teachers said, too, that the information they had received concerning school supplies needed and materials which they should take with them was wholly inadequate. Estimates had been based upon postwar conditions soon after the cessation of hostilities, and the information was no longer valid. Consequently, many of the American teachers took the wrong kind of school supplies and unsuitable clothing. The British teachers, likewise, were fairly evenly divided as to whether they had been briefed sufficiently as to what to expect and what to avoid. They spoke out much more vigorously—and understandably enough—of the fact that they were completely unprepared for the financial arrangements and for the disparities in money values. They were greatly concerned about the differences in living conditions and prices of commodities in general and said that they had been embarrassed on more than one occasion because they had not been supplied with adequate information.

They, too, were of the opinion that they had not been informed sufficiently about the United States' school systems and that pamphlet material or other aids to understanding had been almost completely lacking.

### **Is There Need for More Professional Supervision and Advice in the Country Visited?**

Many American teachers thought that, once located, the applicant was left almost alone to make her adaptations. They felt the need for much more coordination and a greater degree of interest on the part of school officials in Britain in the exchange plan. All told, however, both Americans and British agreed that in the main there was no need for a *special* supervisory group, that is, a staff assigned to supervision and coordination.

### **Was the Local Community on Its Toes?**

The majority of American teachers felt that the local assistance was adequate, but a rather significant number were extremely vigorous in their objections to the local receptions. They felt that the British teachers were too busy to give them much help, and that they arrived at school so shortly before the day's work with the children that there was no opportunity for a conference with their American colleagues. They said, too, that in a number of situations the local authorities were of no assistance nor was the head of the school helpful or courteous. They felt that if some of these conditions were to be eliminated, there must be a better understanding among all school officials of the profession, of exchange, and of the nature of the program.

It was significant that only eleven of the British teachers had experienced local difficulties. Their troubles seemed to be centered largely about housing, and only in one or two cases did they note a lack of interest or enthusiasm on the part of school authorities. The British teachers were much more enthusiastic than the American teachers in their praise, not only of the professional help they had received, but also of the generous social reception that had been given them by people in the various communities.

### **Should the Visiting Teacher Be Freed for Part-Time Visiting or Stay in the Same Place?**

The teachers from the United States voted by a large majority that it would be better to free the teacher for part-time so that she might have an opportunity to visit and observe work in other local schools. However, there were various suggestions as to how this part-time should be assigned and arranged. A number of American teachers voted against having free days of observation because the British schools do not have the same system of substitute teachers as we have, and the absence of an exchange teacher would throw additional duties on the remainder of the staff. All told, the American teachers agreed that it would be better to keep the teacher in residence in one place so that he could become an integrated part



of his community, but that a certain portion of the year generally agreed upon should be set aside for observation in other schools of the same community.

By an even more overwhelming majority the British teachers voted in favor of more opportunities for more observation. They agreed with their American colleagues on the need of having the teacher spend his period of residence in one place, but they thought that they ought to have a much better opportunity to get acquainted with other schools than the one in which they were placed.

#### **Should Government Finance Exchange?**

The replies to this question were interesting in their implications. Many felt deeply that in the individual's willingness to make financial sacrifices to do exchange work lies a part of the assurance of success. They felt that the sense of personal responsibility might be lost or impaired under government sponsorship and that only if the individual is forced to put an individual stake in the project will he make good use of it. Of the teachers who voted for government sponsorship, most were of the opinion that government supervision and aid should be limited.

It might be news to a number of readers that the British exchange teachers do receive a subsidy from their government, but most of them were of the opinion that the

amount was far too small. Overwhelmingly the teachers were of the opinion that some way should be found to make it possible for teachers of ability but small financial resources to participate in the program.

#### **Who Should Coordinate the Work?**

A majority of both American and British teachers recorded a vote in favor of an international committee which should coordinate the exchange work. They believed that the committee should be relatively small, but that it should include at least one exchange teacher. Many were of the opinion that it would be well to include interested laymen; for example, social workers, psychologists, or businessmen.

#### **Are Transportation Arrangements Adequate?**

Many of the teachers on both sides of the water spoke vigorously of the fact that they had not been provided with the kind of sailing accommodations they had reason to expect. They felt that they had paid a large price but were given disgracefully inadequate facilities. These conditions have probably been improved considerably.

#### **Does Exchange Involve Financial Hardship?**

A number of American teachers spoke rather bitterly of the fact that they felt that they had been

charged too high prices for the kind of housing that they had been provided. They were of the opinion, too, that their funds had been held up because instructions for the transfer of checks had been either insufficient or not clear. A number of them had difficulty in securing their money from the English banks. The British teachers felt that too little information had been given them with respect to the money involved in traveling to places in the middle and far West. They spoke again and again of the fact that the venture had exhausted their entire savings.

#### **The Worth of the Experience**

On this point, both American and British teachers enthusiastically agreed. Not any said that it was not worth while. They insisted that the experience was "worth more all the time," that it was "worth a million dollars," that it was "priceless," that it was "worth more than any other year of my life." The British teachers agreed as to the value *to the individual*.

It was interesting to note, however, that both American and British teachers were positive in their statements that the *total* effect of the exchange experience was mixed—some teachers helped understanding, some hindered it. These teachers said, too, that the exchange must be on a much greater scale before the results can touch large groups.

Teachers on both sides of the

water emphasized again and again the need for the assumption of a greater degree of personal responsibility on the part of the exchangee and that only as this is realized will the worth of the undertaking be as valuable as possible, not only to the individual, but to the plan as a whole.

#### **What Are the Weaknesses and Strengths of the Plan?**

Teachers on both sides of the water agreed that too much depends upon the individual; that the weight of responsibility is almost overwhelming to the conscientious person. They felt, too, that placement has in many cases militated against the success of the venture because it has been poor and unintelligent. They all agreed that the preparation of exchange teachers and the faculties of the respective schools where they will work—and we might add the administrators—has been inadequate. They think that publicity of the plan has not been wide enough in either country. They think that some sort of method should be devised whereby an exchange teacher may be useful to the community where he serves but that he should not be pressed to make a round of speeches to every organization in town. They felt that the salary differentials between American and British teachers make the plan uneven and unfair. They agreed that too few people are involved in the exchange to have a significant ef-

fect. All of them say that not enough attention is given on either side of the water to the development of an understanding of the differences of basic philosophies. There was general agreement among all these teachers, too, that the experiences and growth of understandings among exchange teachers are not utilized in an intelligent way after they are returned to their own country.

The most enthusiastic vote on the strength of the plan was with respect to the personal benefit which all agreed could not possibly be measured. These teachers all felt that to live with and work with typical people in a community is invaluable. They were agreed, too, on the value of opportunities for travel and the cultural contacts. They said that the opportunities to dissipate many of the misunderstandings between people were enormous and were limited only by the number of personal contacts they were able to make. The other points of strength were involved in these and continued the same line of thinking. This leads us to an inquiry as to the real purpose of exchange.

There were almost no allusions

to the exchange of educational ideas nor any references to evaluations of teaching. Of course all of the respondents expressed their convictions that the personal growth of the individual cannot be measured, but the question arises whether the development of personal friendships, the cultural growth of the teachers concerned, and the more mature understandings developed in a relatively small group will achieve in themselves the purposes of exchange. One of the significant things omitted was the possible effect upon the children taught. It was only occasionally that a teacher suggested that his contacts with children aided mutual understanding. The possibility of demonstrating among children adequate concepts of world citizenship and international understanding was almost completely ignored.

[This summary includes the gist of the detailed report made to the meeting of the World Organization of the Teaching Profession held during this past summer in Berne, Switzerland. Copies of the detailed report have been circulated rather widely and have been sent to all the participants in the inquiry.]



# The UNESCO Mission to the Philippines

A. C. LEWIS

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ONE of the current activities of UNESCO is to cooperate with governments in providing material and technical assistance to member nations. The former has been instrumented through emergency supplies to war-devastated countries and through the encouragement of gifts, the latter in the form of consultative missions—one to the Philippines, one to Thailand (Siam), and one to Afghanistan. The first two have completed their work and submitted their reports, the third began work in July. It was my privilege to be a member of the mission to the Philippines.

The Second Session of the General Conference of UNESCO instructed the Director-General to make, if possible, arrangements for educational missions to be sent to member states at their request, for survey, consultation, and advice on the reorganization of educational systems, particularly in war-devastated areas. The government of the Republic of the Philippines, by letter to the Director-General on May 25, 1948, was the first to ask for a mission. Accordingly, at the Third Session of the General Conference of UNESCO, the Chairman of the Philippine delegation, on behalf of his government, made

arrangements with UNESCO to select the members of the mission and to determine the scope of the work.

The mission consisted of Floyd W. Reeves, Professor of Administration, University of Chicago (chairman); Viriato Camacho, former Technical Director of Public Education, Costa Rica, and now Exchange Professor at Tulane University, New Orleans; Paul R. Hanna, Professor of Education, Stanford University; and A. C. Lewis, Dean, Ontario College of Education, Toronto.

The scope of the mission's work was to survey elementary education, secondary education except that of technical schools, adult education, teacher education, and educational finance and administration, and to make recommendations for their improvement to the Government of the Philippines.

THE mission began its study early in February at Manila and was allowed from three to six months to complete the work—a provision which necessitated working under pressure to prepare the report within the six-month period. The first few days were spent in reading and studying material and informa-

tion provided by the Philippine government about the educational system, before setting out on an itinerary of several weeks' duration to see the schools in action. More than three months were spent visiting public and private schools and holding conferences with educators and laymen in various parts of the country. The mission left for Paris at the end of May to complete the report at UNESCO House. Well over a thousand classrooms were visited in public and private schools and in teacher training institutions in 27 of the 50 provinces. The Government made available to each member of the mission the services of a Filipino educator as technical consultant.

ONE Filipino writer in describing the work of the mission said, "The eight men have found sincere friendship and developed common concerns and understandings from their companionship, from sleeping under the same roof, eating at the same table, and hurrying from place to place to catch up with a travel schedule which is as tight and heavy as that of any similar mission anytime, anywhere. Their common problem and goal—to help the Philippine government in the study of its educational system with the view to improving it."

Offices under the direction of a Filipino, Vitaliano Bernardino, were provided in the United Na-

tions Building, which is one of the reconstructed buildings of the University of the Philippines. The tentative recommendations of the mission were discussed with the Division Superintendents of Schools at a conference held in Baguio, the summer capital, prior to the departure of the mission to Paris.

### Geography

The Philippines comprises a group of more than 7,000 islands lying some 500 miles southeast of Asia within the tropics and north of the equator. Many of the islands are unnamed and only about 500 of them have an area of one square mile or more. The total area of the islands is slightly less than that of Great Britain, and only eleven of them have an area of more than 1,000 square miles. Three main geographical divisions consist of Luzon, the largest island in the north; Mindanao, the next largest in the south; and the Visayas in the center. The islands are partly volcanic and coral in formation and the larger islands are mountainous.

### Population

The population of the Philippines in 1939 was 16 million and in 1948 slightly over 19 million. It is estimated that the population will double itself in 31 years and that the islands can easily support a population of at least 50 million. The large island of Mindanao, rich in natural resources, is very sparsely

\* This article is from the text of a report to the Canadian Educational Association meeting in Fredericton, New Brunswick, September 15, 1949.

settled except along its southern shores.

#### **Climature**

The climate varies greatly throughout the islands, but the year is divided into three seasons—a cool, dry season from December to February, a hot, dry season to the end of May, and a rainy season from June to November. Although the mission arrived in Manila in February, the hot season seemed already upon them, but they soon learned that it was to become much hotter. The southern islands have rainfall throughout the year, but Manila has a prolonged drought until early in June, when the rains descend and the countryside is soon converted from brown, dusty stretches into a green rice field. When the members left Manila the daily range in temperature was from about 75 degrees to 98 degrees.

#### **History**

Ferdinand Magellan, the famous Portuguese navigator, was the first to bring the Philippines to the attention of Europe when he claimed it for Spain in 1521. He gave the Pacific Ocean its name because his westward voyage across it to the Philippines had been so peaceful. He landed on the island of Cebu and he volunteered to conquer the natives of nearby Mactan Island for the King of Cebu. The Filipinos waded out into the water with their bolos to meet the attackers who were wading to shore with

all their superior equipment and confidence. They were repulsed, however, and their leader, Magellan, fell under the blows of Lapu-lapu's trusty blade. The Spanish, however, did not lose interest and were able in 1565 to establish the first Spanish settlement. By 1600 Spain was in complete control of the islands, which were named the Philippine Islands after Philip II of Spain. The main contribution of Spain was religious and political rather than educational. Christianity was introduced under Roman Catholicism, and at present the population is about 88 per cent Catholic, 4 per cent Mohammedan, 4 per cent Pagan, and about 4 per cent Protestant and others.

#### **Racial**

The Filipinos belong almost wholly to the brown race, although there are about 150,000 yellow, 29,000 negrito (these are the aborigines), 20,000 white, and 50,000 mixed. Much of the leadership in the Philippines springs from the Spanish, Chinese and American "mestizo" group—of mixed lineage. After more than three centuries of Spanish rule the country came under United States' control at the conclusion of the Spanish American War in 1899. Because they had successfully revolted against Spain during that war, the Filipinos resented the terms of the treaty which gave them a new set of masters and declared war on the United States. They were soon subdued. Their leaders either were captured or sur-



rendered. It was not until July 4, 1946, that they were granted independence, although under the years of Japanese occupation during the war they were supposedly enjoying independence.

#### Resources

The Philippines is rich in natural resources, some of which have been undeveloped. Only about one-seventh of the land is under cultivation, but, according to experts, three-fourths of the land will eventually be turned to agriculture. There is great forest wealth in many kinds of hardwoods.

The chief agricultural products are rice, sugar-cane, abaca (hemp), copra and tobacco. Fish and rice are the meat and potatoes of the Filipinos. Mineral deposits of gold, chromium, copper, manganese, and iron are extensive and largely undeveloped. There is need for soil conservation and for agricultural education. The country is mountainous, the rainfall great, and there is ample water power for industrial and domestic development.

The principal exports are copra, abaca, desiccated cocoanut, tobacco, rattan furniture, and rubber.

The Republic of the Philippines is enjoying artificial prosperity through the distribution of American funds by the Philippine-United States War Damage Commission. Furthermore, there is in operation a preferential trade arrangement with the United States, and, although independence was granted on July 4, 1946, the country vir-

tually enjoys the privileges of a 49th state of the union.

#### Political Structure

The Government of the Philippines is highly centralized. Although there are 50 provinces with small provincial boards consisting of a Governor and two members, there is not the distribution of powers between federal and provincial governments so familiar to Canadians. The provinces are essentially administrative units to carry out the measures emanating from Manila. The organization of the government follows the pattern of the United States with the President as the Chief Executive, a bicameral legislature known as Congress consisting of a Senate and House of Representatives, and a judiciary. The provinces are divided into municipalities, each of which is further subdivided into a number of barrios, which are small neighborhood groups of about 100 families.

Social unrest in the Philippines finds dramatic expression in the current disorders in Central Luzon. The frightful massacre of Mrs. Quezon and 14 others on the highway one morning last spring was a manifestation of the smouldering discontent of tenant farmers who are now beginning to fight for their rights because the war has left them with weapons and a fighting organization. There seems little doubt that Communist ideology has much to do with the unrest. Before the

mission left the Philippines an all-out attack by government forces was made on the mountain stronghold of the "Huks." But the grievances of the tenant farmers with their small crop share are real, and military success will have to be followed by an improvement of the social conditions of these people. This might be accomplished by a vigorous program of education and organization for cooperative self-improvement. The task will be great because many of these people are illiterate and, of course, susceptible to any ideology.

#### Education

The system of public education in the Philippines dates from the American occupation at the turn of the century. In this brief article no attempt is made to appraise the outstanding contribution of Spain to the educational and cultural development of the Filipinos during three centuries of Spanish influence. Each of the countries in control of the Philippines used education as an instrument for the development of its own ideals. Under Spain the schools were operated as private institutions emphasizing religious instruction, whereas the United States emphasized the education of all for effective citizenship. The Japanese tried to use the schools to teach the meaning of the "New Order" and to prepare the nation to be a useful member of the "East Asia Co-Prosperity Sphere." Each power endeavored to develop its own lan-

guage, the Spanish with some success, the Americans with considerably more, the Japanese with absolutely no results due to the brevity of their stay and to the intense hatred of the people.

A brief description of the educational system and program will help to make apparent some of the difficulties that beset the educators. The problem of language is of the most serious proportions. There are about 80 native dialects and the majority of the people speak one of eight or nine of these. When the Americans arrived 50 years ago they set up a public school system and required all instruction to be in English. Hundreds of American teachers, of whom only three remain in service, went to the Philippines in 1900 and undertook the task of introducing English as the national lingua franca. Much success has attended their efforts, but with the upsurge of the national spirit in recent years, National Language, based on Tagalog, one of the major dialects, was made a required subject in all grades. A government directive also requires that Spanish be offered in all secondary schools. The language obstacles in the way of a grade one pupil are almost insurmountable. He comes to school with a local dialect, receives instruction in English, and must learn National Language. Attempts to resolve the language problem often lead to violent debate and sometimes resentment at having a foreign language imposed by outsiders. But the leaders

of the nation are aware that they must have a unifying language which apparently cannot be one of their dialects. Extensive experiment and research is getting under way to find Filipino answers to this perplexing problem. The importance of a common language can hardly be over-estimated, but the magnitude of the problem is prodigious.

The system of public education provides for a four-year primary school beginning at age seven, a two-year intermediate school and a four-year high school followed by college courses of two to four years in length—the latter leading to a Bachelor's degree. Master's degrees are offered in various departments. One private university offers the Ph.D. degree.

The national government assumes financial responsibility for elementary (primary and intermediate) education, the National Schools of Arts and Trades, and eight public normal schools. The University of the Philippines, with a present enrolment of about 5,000 in 19 schools and colleges, is the state university. Secondary schools are self-supporting through student fees. There are about as many students in private secondary schools as in public, there being little difference in the cost.

The educational system, except for the University of the Philippines and the advisory National Commission on Educational, Scientific and Cultural Matters, is under the general direction of the

Department of Education. The Department consists of a Bureau of Public Schools, a Bureau of Private Schools, each with a Director, a Bureau of Public Libraries, a Board of Textbooks, the Institute of National Language, and the Philippine Historical Committee. The public schools within each of the 50 provinces are administered by a Superintendent of Schools. Private schools, colleges, and universities are administered by the Director of the Bureau of Private Schools through an inadequate number of divisional supervisors.

The facilities for education have never been sufficient to meet the demand, and the war virtually destroyed most of the school buildings, libraries, textbooks, and school furniture. More than half of the 65,000 school teachers are unqualified and the classrooms are greatly overcrowded. Many of the teachers were killed during the war, and large numbers of those who survived left the service for more remunerative work. School enrolments have grown rapidly and the Parent-Teacher Associations have been hard pressed to provide buildings of the most temporary structure. The total enrolment in public and private elementary and secondary schools increased from 1.9 million in 1939 to 3.5 million in 1946, 3.7 in 1947, and 4.3 in 1948—a phenomenal increase. In spite of the keen interest in education, the latest census showed more than half of the population over ten years of age to be illiterate.

In order to provide some education for all the children desiring to attend school, the government in 1940 abolished grade seven and instituted half day sessions in the primary school, one class attending in the morning and another in the afternoon under the same teacher. But even these measures proved to be inadequate to look after the increasing numbers of pupils. The curtailed ten-year elementary-secondary program also failed to prepare for college entrance, and the universities were forced to offer an additional preparatory year.

The greatest need in education is the training of teachers. The eight public normal schools have provided little more than 20 per cent of the teachers required, with the result that more than 200 private normal schools, some of them "fly-by-night" set-ups, have been established under the Bureau of Private Schools. In spite of the large number of private normal schools, the output of trained and

pseudo-trained teachers falls far short of the required number. Secondary school teachers are trained in the College of Education of the University of the Philippines and in some 160 private colleges. And still the supply is inadequate even though only about one-third of the pupils of high school age attend school.

The mission found the Philippine Advisory National Committee on Educational, Scientific and Cultural Matters extremely helpful. UNESCO officials in Paris regret that Canada has not yet seen fit to establish a national Committee or Commission. Experience has shown that those nations with strong commissions constitute a driving force behind the work of UNESCO. A UNESCO Seminar on the teaching of geography will be held in Canada next year, probably at Macdonald College at St. Anne de Bellevue, and a National Commission would be most helpful in making the necessary preparations.



# Teacher Welfare and Morale

## *The Present Focus of Our Attention*

FERN D. SCHNEIDER

**I**T IS hoped this interpretation of Teacher Welfare and Morale may offer some suggestions for Delta Kappa Gamma chapters in their programs of work. The national plan calls for *facts* followed by *action*—there is the cue.

Chapters on the local level will have to determine which areas offer the greatest possibilities and significance for them. Individuals or committees may be appointed to set up plans, get the facts and present them to the entire group for evaluation and action. Decide what needs to be done. Get others to help. Be the key teachers for improving the welfare and morale of all teachers in the local situation. Think of the mass effect, if all chapters did this!

State organizations can serve by pooling the efforts of local groups, serving as an exchange of ideas, coordinating efforts for legislative action, giving publicity to accomplishments of local groups, and by getting other educational groups to support needed programs. Kansas has been an excellent example of this by sending a mimeographed interpretation of the state summary of our national questionnaire to all of its chapters and raising provocative questions for the local groups to study in anticipation of answers on a national level.

The National Committee,

through the summary of chapter reports of the questionnaires and of communications from members, will attempt to spot needs national in scope and areas of unique needs; inform the public of significant findings; give data to support legislation; publicize notable achievements of groups and have a tentative report with major findings ready for the National Convention in August 1950. This is truly a project of action of "work of each for all." What goal have you set for your chapter?

**W**ELFARE and morale are distinctly different in meaning yet so related that we tend naturally to say them together. Welfare, however, is the more observable, tangible of the pair. It deals with the activities which are done for improvement of conditions of work and morals. Morale is a mental state, inner feeling or spirit, which, when good, tends to make one go on in spite of discouragements.

Welfare data are more observable than those of morale, thus they are the easier to attack. Facts are available wherever schools, teachers and communities exist; therefore, everyone has data at hand to be worked with. Some areas for study are suggested here. Others, unique to a particular community should also be sought.

Conditions of salary vary greatly across the country. Some schools have salary schedules but within these are many variations. Some have merely a minimum and/or maximum; some have equal annual increments; some vary increments at different stages of the scale; some allow a bonus for extra work or dependents; some have ten, others twenty years for reaching the maximum; some are on paper but not in practice, and thus we could go on with variations but the most important point is. What are the facts about the salary scale at each local level? Does it need revision to meet the needs in that situation? Some teachers have no schedule, some are still bargaining for salaries and increases, and some teachers don't know how the figure for their salaries are determined. What are the facts?

Provisions for leaves of absence make an important area of study. Many school systems make no provisions for any type of leave, while others make provision for leave but no pay provision to accompany it. The amount of time for leaves granted varies from one system to another. To reveal the facts about needs and provision for leaves of absence for sickness, maternity, advance study, travel for education, sabbatical years, and others would make a study in itself. What are the facts in the local situation? What action can be taken on one or all of them?

Retirement plans vary from almost nothing to sound financial

investments which bring secure returns to teachers. None seems to be entirely adequate. Many lean years of salary have failed to build up completely adequate sums in even the best systems. With increased costs of living that has brought genuine hardship to many teachers already retired. Are some of these in your community? What actual amounts of money do teachers get for retirement? If a retirement plan is in effect, what kind of investments are made with the money? Are there provisions for retirement for disability? Are there optional plans for different ages for retiring? Facts here are needed in order to attack each local problem.

**S**SOME school systems provide living arrangements as a part of income. Where this is true, the adequacy of the arrangements should be studied as well as the proportion of salary deducted in comparison with other housing costs in the specific community.

Insurance rates are often reduced when groups work together for the benefit of all. Life insurance, group health, and hospitalization plans brought within the price reach of all can do much for the security of teachers. What does your school system or teachers' association offer in this area? Are the provisions adequate? What could you do to change them?

Loan funds for teachers in times of emergency render an important service. Is such a fund available



for your teachers? Could it be?

Cooperative buying plans have helped some groups of teachers to extend their meager salaries. What are the possibilities in your community?

Retired teachers too frequently have to lower their standard of living because of inadequate funds. Could your community or state do something about a home for these people where the pooling of their funds, a sharing of facilities and exchanging of experience provide a happy retirement? What are the facts about the needs in your situation?

Data regarding factors affecting morale are more difficult to obtain. Yet they are observable. Low or high morale can be seen in effects of welfare provisions, inter-personal relations, community expectations, living conditions, and professional philosophies. Morale can be felt; it is an inner feeling that strikes a spark—its absence or presence can be observed. In this study one can analyse herself as well as a group.

Inter-personal relations always give opportunity for observing morale status. Relations between teachers and administrators; teachers with teachers as they work together; teachers with community members both in and out of school; teachers as they work and play with children, and the teacher in relation to herself, her attitude toward her work and life itself—all offer situations for study. It isn't just the behavior which gives evidence

of morale conditions; it's the cause back of the behavior that make the study significant.

Pressures of responsibilities are sometimes causes of low morale. What is the daily pupil-load of teachers in the local situation? Is time provided in the daily schedule for teachers to plan their work and gather their materials? How much daily time does this take? How many regular after-school meetings do the teachers have to attend? How much time do they take? What is the number of called meetings during a given time? What activities beyond classroom work do teachers have? How much time is given to these? How long is the actual working day of the teachers in your system? How does this compare with other professional people in your community? Can the conditions be changed? What would the effect be upon boys and girls? What can be done to make work conditions favorable? Are supplies for teaching adequate? Can the community afford to improve the work conditions? Can they afford not to? The facts may reveal the answer.

Our program is one of trying to bring about conditions which will effect an improvement in the welfare and morale of teachers nationwide. This year has been designated as fact finding year—a year for getting our data, setting up steps, and paving the way for action. Specifically, then, we need to know what facts to look for, then to plan for action.

## LEST WE FORGET

The good is never lost. Within each man  
A flame of goodness burns. Small though its spark,  
The fact that it is there when ways are dark  
Confirms the order of the cosmic plan.  
The drop of water quivering on the sill  
Does not evaporate to nothingness,  
But by a due and orderly process  
Becomes a part of ocean's mighty will.  
Back to our clouds of glory we return  
When this insultingly short span is done;  
Our separateness is past; no more just one,  
But with the all-consuming flame we burn.  
This thing which we are pleased to call the soul  
Is just the atom of God's perfect whole.

—Doris Cole, Lambda, New York

### Alabama

On September 19, 1949, in a hospital in Montgomery, Miss Alexine Rollings a member of Theta Chapter passed away. Very much interested in the organization and always willing and ready to serve in any way that she could, Miss Rollings contributed much as a charter member of her chapter. She had established a reputation for herself as a more than ordinarily successful teacher of English, and numbers of her students paid tribute to her teaching ability.

\* \* \*

Mrs. Leone Cole died in Birmingham on August 13, 1949. She had been initiated into the Beta Chapter in 1934 but when she died

was a member of Sigma Chapter. Mrs. Cole had served as president of her chapter for two years and given unselfishly of her time and ability to both local and state committees. Her personal graciousness and charm helped to give Sigma Chapter some of the standards which have been notable. Mrs. Cole was in charge of testing and guidance of Veterans and later of the student body at the Jacksonville State Teachers College in Alabama. She was known among the students widely, not only for her professional services, but also for the impetus she gave to a gracious social life for the students. She was active in the AAUW and in other well-known civic organizations.

The Sigma Chapter lost another member in the death of Miss Ruby Lee Cox of Oxford who died on August 27, 1949. She had served on various committees during her membership and was generous of her time and talents. Deeply appreciative of beauty wherever she found it, she contributed much in the way of furnishing a lovely background for many of the programs. She had taught for more than 25 years in the Anniston City Schools and had served faithfully as organist in the Methodist Church in Oxford.

#### **Arkansas**

The Nu Chapter reports the death of Mrs. Lucile Sproles of Russellville, Arkansas. We have no information concerning her death nor her activities as a member; merely the fact that she died in 1949.

#### **California**

In Lincoln, Nebraska, on September 11, 1949, Dorothy Armstrong, a member of Alpha Omicron Chapter of California died. She was initiated in 1941 and had served as chairman of several important committees. She was music supervisor in the elementary schools of El Centro, California, from 1925 until she became ill in 1946. She was active in community musical work of all kinds, and because of her interest in developing latent musical talent, the Dorothy Armstrong music scholarship was founded. Annually there is a concert given by the Im-

perial Valley music teachers, and the proceeds are given to this scholarship in memory of a woman who, without thought of remuneration, gave lavishly of her gracious gift of music.

• • •

The Alpha Rho Chapter reports with great regret that it lost one of its most valued members when Mrs. Mae Brownfield died on July 9, 1949. She had been a member of the organization since 1936, first affiliating with the Beta Chapter of Whittier. She was active not only in the Society but also in church and educational work in her community. With Mexican children, her work was outstanding. She held the position of principal of her school for more than 30 years. She left behind her a memory of a life of beautiful inspiration.

• • •

The Alpha Upsilon Chapter reports the death of its vice-president and program chairman, Kathryn A. Chase, of Pasadena. She was director of child care centers in Pasadena and was active in many educational groups in the community.

#### **Colorado**

The Alpha Chapter lost a valuable member in the death of Sara Alice Brown who passed away on August 5, 1949, in St. Luke's Hospital. Formerly a member of the organization in the state of Washington, Miss Brown had affiliated with the Colorado organization when she became superintendent of

social work at the Lamar Relocation Project during the war. She was widely known for the many sociological publications she wrote and was an outstanding figure in her field. Her educational background was impressive. She had studied at Cornell, the University of Chicago, the University of Minnesota, Columbia University, and the International Institute in London. Her death leaves a big gap in the ranks of Alpha Chapter.

\* \* \*

Irene K. Conboy, also a member of Alpha Chapter, died in Presbyterian Hospital on August 12, 1949. She had filled chapter offices and was active on several committees. Always a loyal, enthusiastic member, she was most happy when she could offer the hospitality of her mountain cabin to the members of Alpha or Gamma Chapters. Widely known for her success with and her real interest in young people, she was honored by the Colorado State Teachers College for her outstanding work.

#### Florida

The Alpha Chapter in Florida reports the death of Mrs. Louise Hughes of Jacksonville who died on September 17, 1949. We have no other information.

#### Idaho

In Caldwell, Idaho, Miss Letha Larrance, a member of Alpha Chapter died on September 25, 1949. She had served in various capacities in the Delta Kappa Gam-

ma Society and was active in educational circles. She was Supervisor of Cadet Teachers in Boise Junior College.

#### Illinois

Lambda Chapter of Springfield lost a valuable member in the death of Mrs. George Helmle who passed away on November 22, 1949. She had been a member since 1937, had held the office of treasurer for several terms, and was chairman successively of several important chapter committees.

\* \* \*

The Mu Chapter reports the death of Josephine Claire Mirfield of Rock Island. She died on October 26, 1949, but we have no other information.

\* \* \*

The Omega Chapter lost a charter member in the death of Lola B. Glidden who died in Santa Ana, California, on September 29, 1949. She was a warm and sympathetic personality who counted it a privilege to extend her gracious hospitality whenever she could. She was known for her friendly discernment and her careful judgment. For 40 years she had taught and was active in various educational organizations. She was especially well known for her service to her local community.

#### Indiana

In Muncie, Indiana, on September 5, 1949, Maude Michael died. She was a member of Eta Chapter and was said by her fellow members

to be the embodiment of the ideals for which Delta Kappa Gamma stands. For 45 years she had been an outstanding teacher.

• • •

Alice Elizabeth LaDeaux of Rho Chapter died in Gary, Indiana, on September 2, 1949. We have no other information.

#### Iowa

The Alpha Chapter lost a member in the death of Mrs. Cecilia A. Howard of Burlington. The date of her death is listed as 1948, but we have no other information.

• • •

The Mu Chapter reports the death of Katherine Mourning on September 30, 1949. She had been in Sioux City since 1919, first serving as a classroom teacher and later as Dean of Girls at two of the large high schools. She had served her chapter as treasurer and was a charter member. In 1948 she retired and went to Normal, Illinois, to live with her mother and sister. Her passing is deeply mourned by her fellow workers.

#### Kansas

Anna Marie Beck of the Epsilon Chapter died on August 11, 1949, in the St. John Memorial Hospital. She was an honorary charter member. One of her finest contributions to her chapter was the keeping of a beautiful scrapbook on which she spent endless hours. Her book reports at chapter meetings were always enjoyed and appreciated. She had been not only a classroom

teacher but also a county superintendent. At the time of her death, she was chairman of the National Tuberculosis and Health Association in Stafford County. Active in Christmas seal drives and in church work and in educational and civic organizations of various kinds, she will be sorely missed.

• • •

The Eta Chapter has reported the death of Mrs. Mary Pierce Van-Zile in Manhattan, Kansas, on November 9, 1949. She was initiated in 1940 as an honorary member. She had been chairman of the membership committee and a member of the Committee on Pioneer Women. She had impressive educational experiences and had served as president of several important educational associations. During World War I, she had been Home Economics Administrator for the Kansas Food Conservation Committee. For 30 years she had been a trustee of Cottey Junior College.

#### Louisiana

The Beta Chapter lost a faithful and devoted member when Mrs. Eva A. Gerrets died on September 26, 1949, in Alexandria. She had been a successful teacher in the public schools for many years.

• • •

Allie Johnson Lewis, the first honorary member of Xi Chapter, died on June 21, 1949. Mrs. Lewis had been a schoolmate of Annie Webb Blanton and was an honored and loved member of her local organization. She had been active in

educational, cultural, civic, and religious organizations in her community for many years. As an honored member of Delta Kappa Gamma, she brought dignity, hope, and encouragement to her chapter.

• • •

The Omega Chapter lost one of its members in the death of Susan Pardue on September 9, 1948. She had strengthened and enriched the lives of all those with whom she had come in contact. A gracious lady, quiet and unassuming, faithful to her friends, her presence has been sadly missed. She had taught in Tennessee for many years and then moved to Louisiana where she specialized in the teaching of English. Freely she gave of her time and energy not only to the Delta Kappa Gamma Society but to her church work and to other civic and educational organizations.

#### Michigan

Bridget J. McMahon of the Delta Chapter died in August, 1949. She was an elementary principal and had been active in organizing and directing a useful Mothers' Club. She had made significant contributions to her chapter in serving on several important committees.

• • •

The Epsilon Chapter reports the death of Mrs. Cornelia Dewey Matthews on November 19, 1949, in Chicago. A faithful and efficient worker on any committee assignment, she was an exemplary member. Mrs. Matthews was humble as to her own contributions, but be-

cause of her attitude and her tireless work on various educational committees, she was an inspiration to all of her colleagues with whom she came in contact. She was a member of the Western Michigan College faculty.

#### Mississippi

On October 20, 1949, in Philadelphia Miss Willie Mae Caldwell of the Zeta Chapter died. She had been a member of the organization since 1947. She was active as a girls' athletic director, as a Y-teen sponsor, and as instructor in arts and crafts for girls. She was especially interested in girls' vacation camps.

#### Missouri

The Alpha Chapter lost one of its members on July 14, 1949, in the death of Emma Louise Kube in Kansas City. We have no other information.

• • •

The Zeta Chapter reports the death of Mathilda Gecks of St. Louis. Her death is listed as occurring in 1949, but we have no other information. She was an honorary member.

• • •

Kappa Chapter has lost one of its outstanding members in the death of Ruth Keith who died on September 24, 1949, in St. Joseph. She was responsible for the organization of the Eta Chapter, was its first president, and was a charter member of the Kappa Chapter. She was Dean of the Faculty and in-



structor in education in William Woods College in Fulton. She has served as first vice-president of the Department of Classroom Teachers in Northwest Missouri.

**Montana**

In Harve on September 14, 1949, Bessie Pauline Berg of Zeta Chapter passed away. She was initiated in 1946, but we have no other information.

• • •

The Zeta Chapter also reports the death of Ann Nowatzki Mack of Lewistown. She died in Great Falls on August 9, 1949. She had been initiated in November, 1943. We have no other information.

**Nebraska**

The Gamma Chapter reports the death of Daisy Houck of Grand Island in 1949, but we have no other information.

**New Mexico**

In Santa Fe, Catalina Augirre of Beta Chapter died on September 20, 1949. She was a loyal, cooperative, and active member of the Theta Chapter and had served as an officer of her chapter at various times. She was a county home demonstration supervisor of Bernalillo County.

**North Carolina**

Emma Blair of the Alpha Chapter died on March 2, 1949. She had been a member for only a few months but was well known in her community as a teacher and principal in the High Point city schools.

She was active not only in church work but also in welfare work.

• • •

Philena Augusta Dickey of the Gamma Chapter died in Asheville on June 13, 1949. She was an honorary member who had been initiated in 1942. She had been active in collecting and cataloguing valuable books for Pack Memorial and the Soudley Reference Libraries.

• • •

On October 25, 1949, Julia Hill, an honorary member of Theta Chapter, passed away in Wilmington. She had been initiated in 1942, although she had been retired from teaching in 1938. Her Delta Kappa Gamma honorary membership was a source of great pride to her, although she was not able to participate actively in the work of the chapter. She had spent most of her life in the schoolroom and when she retired was principal of Isaac Bear School in Wilmington where she endeared herself to both teachers and children.

• • •

The Nu Chapter reports the death in Harrisburg, Pennsylvania, of Margaret E. Alleman who was a member of the faculty at Lenoir Rhyne College. She was a charter member of her chapter and its first recording secretary. For 17 years she had served in the College and was a dean of women who was known for her sincerity, tact, and graciousness.

Rosa Sox of the Nu Chapter passed away on August 26, 1949. She had been a member of the

chapter in Hickory since 1947. She had been especially interested in enriching the lives of boys and girls in rural areas, and to this she had dedicated her energies.

#### Ohio

The Xi Chapter reports the death of Charlotte May Ullrich on June 27, 1949, in Cincinnati. She had been a member of the organization for 10 years. She had been a director of household arts in the Cincinnati schools from 1905 to 1942. She had served as president of the Cincinnati Home Economics Association and had been honored by having a special scholarship established in her name. She was an active member of civic organizations and garden clubs.

• • •

The Alpha Pi Chapter lost one of its associate members when Mrs. Hazel Badger died on June 10, 1949, in Mt. Vernon. She had been president of the Mt. Vernon Federation Women's Club and County Chairman of the Ohioana Library. She was widely known for her exceptional book reviews.

• • •

The Alpha Psi Chapter lost one of its members in the death of Grace Marguerite Fanton on August 20, 1949. We have no other information.

• • •

The Beta Beta Chapter reports the death of Vera Furney of Canton, Ohio, on August 3, 1949. She had been a loyal and devoted member but because of her state of ill

health had been unable to participate actively in the work of her chapter for some time.

#### Oklahoma

Estella V. L. Sherrill of the Psi Chapter passed away on July 3, 1949. She had been especially active in selective recruitment work and had served in addition as parliamentarian and as president of her chapter. She had a wide experience in YWCA work, had spent a great deal of time in reconstruction work abroad, and had a varied educational experience.

#### Oregon

In Portland, Oregon, on September 2, 1949, Edna E. Poulson of the Theta Chapter died. She had been a member since 1946 and was faithful and loyal to the obligations which she had assumed. She had been active in educational circles in her city and had served on many committees.

• • •

Ann C. Loucks of Towanda, Pennsylvania, was a member of Pi Chapter. She died on September 9, 1949. She had been a member only a few months but was well known for her activities in music clubs and in the Business and Professional Women's Club.

#### Texas

The Alpha Chapter lost one of its older members in the death of Lizzie Rutherford on June 30, 1949. She had been initiated in 1937 and was outstanding in her loyalty to the organization. Because of physi-

cal handicaps, she had been prevented from participating actively in the work of the chapter for some time. She was considered an authority in education for the blind and was active in musical circles.

• • •

The Alpha Zeta Chapter reports the death of Mrs. Lorna Zorgrager who passed away on August 10, 1949, in Los Angeles, California. She had been a teacher in high school in Marshall and was an active member in her chapter and participated in social activities and youth work.

• • •

The Beta Lambda Chapter lost one of its active members in the death of Eunice Brunelle Watson on September 6, 1949. She had been a member for seven years and had served on various chapter committees. She was especially skilled in library work and had organized several elementary and high school libraries in Alabama. She had been active in Red Cross work and was especially vigorous in her contribution to her church life.

#### Utah

Eunice Ashcroft of the Beta Chapter in Logan, Utah, died on July 29, 1949. She had been a member for only a short time and, consequently, had not served as an officer. She was, however, alert and active in her membership and most willing to assume her responsibility. In her professional affiliation she was very active and was especially known for her marvelous

gift of story telling in church and social functions.

#### Washington

Irene J. Pulkrabek of the Epsilon Chapter died in Glencoe, Minnesota, on August 2, 1949. She had been active in the chapter for only a year but was taken ill and returned to her native state. She had been an active member of the Business and Professional Women's Club and had given freely of her energy to the work of the Presbyterian church.

• • •

The Zeta Chapter lost an honorary member in the death of Mrs. Laura Kavanagh on May 23, 1949. For the past 20 years she had been confined to her home as the result of an automobile accident. In spite of her vicissitudes, Mrs. Kavanagh maintained a cheerfulness and professional spirit that was an example to all who knew her. From her wheel chair she tutored students constantly, and the success of these students today attests the thoroughness of her teaching.

• • •

At Centralia, Washington, on September 16, 1949, Ruth O'Keefe of the Iota Chapter died. She was a member of the legislative committee. Miss O'Keefe was especially active in furthering understanding between peoples, especially in her work with people of Mexican birth.

• • •

Vesper Hall of the Omicron Chapter in Seattle died on July 7, 1949. One of the outstanding school leaders in her native city,

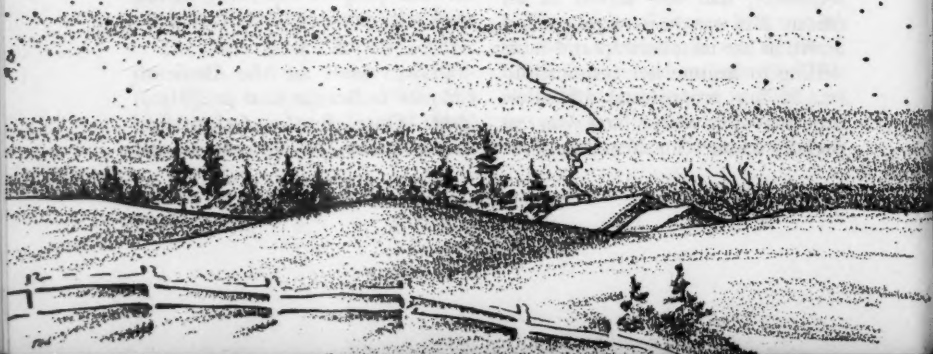
Miss Hall had a full and interesting life. She was a member of the faculty at Cleveland High School and later became girls' advisor at Roosevelt High School. She had been chapter chairman of two im-

portant committees and was active in church work.

Psi Chapter reported the death of Rose Herzner of Richland in 1949. No other information.

*The teacher shall not altogether die  
Even within the fading light of men,  
Or, where the inmost treasure lies, their hearts,  
There is no last page on the calendar  
Of Service. Good recreates itself  
In sequence infinite. What things we teach,  
Humbly within the quiet companies,  
With small eye on the rushing world beyond,  
Our voices quiet, and our words subdued,  
Steal timidly abroad on busben feet,  
And touch new hearts, and open closed doors,  
Turn dreams to deeds, exchange new lamps for old,  
Cry *enough* down, sow fertile fields with good.  
The teacher shall not altogether die.*

—William Lamers  
Assistant Superintendent of Schools,  
Milwaukee, Wisconsin



## THE DELTA KAPPA GAMMA BULLETIN



## CONTENTS

	Page
Teachers Find Different Ways to Organize	5
For Scotland Was Reserved the Glory	7
They Do It Another Way in Malta	11
They Have Their Problems in Australia, Too	13
The China Education Society Speaks for Teachers	15
In More Than One Way the Danes Pioneer	16
Cuba Believes in Its Educational Association	18
Sweden Follows No Pattern	20
The Teachers of England and Wales Find a Voice	21
This Is the Way the Dutch See It	23
South Africa Has Its Difficulties	24
Little Switzerland Has Variety	26
Our Neighbor to the North	27
In Belgium the Situation is Different	31
On the Other Side of the World	32
In Bavaria the Teachers Organize	33
The President's Page	35
Exchange Teaching As Seen by Participants	37
The UNESCO Mission to the Philippines	44
Teacher Welfare and Morale	51
Lest We Forget	54

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